

# SCHOOL GAMES

CASE STUDY  
FOR  
PLATINUM  
2022/23





## Thank you for downloading the case study template for the School Games Mark platinum application.

Please note this form should only be completed by schools who are eligible to try for platinum. We **cannot** accept this document from schools who are not eligible to try for platinum this year.

As part of your School Games Mark application, all you need to do is fill out the template below and upload it to your online application.

The work in your entry **must** correspond to the platinum question you have selected on your application.

If you attach any relevant photos or videos for your case study, especially if they are of young people, please refer to our [Terms and Conditions](#) for further information.

When you have completed this template, please upload the document to the platinum section of your School Games Mark application and submit your application.

Good luck!

## General Information

Name of person completing the application	Alex Megrah
School name	The Queens C of E Primary School
SGO name/s	Maggie Morrell

## Context

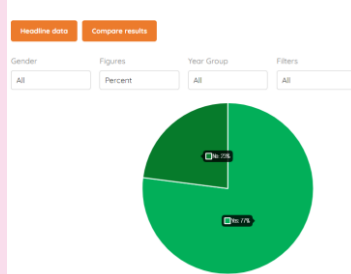
<p>Which platinum question does your case study refer to?</p> <p>(Please delete the questions which <u>do not</u> apply)</p>	<p>Demonstrate how you are engaging those young people that need it the most in the School Games and evidence how you know they are benefiting</p> <p>Demonstrate how you are a physically literate school and how this positively impacts on your young people</p> <p><b>Demonstrate how you are developing and co-creating your offer with your young people</b></p> <p>Demonstrate your understanding of young people's motivations and how you build this into your offer</p> <p>Demonstrate how you have embedded positive experiences of competition into your offer and how this has made a difference to your uptake</p> <p>Demonstrate how have you ensured that you have developed and maintained 60 active minutes across your school.</p>
Background information	<p>The Queen's School is a Church of England Voluntary Aided, primary school in the London Borough of Richmond in the parish of St Anne's Church, Kew.</p> <p>We have places for 420 pupils. The school has a diverse demographic with young people from multiple ethnic backgrounds and cultures. 4% of pupils are Pupil Premium, 10% are eligible for Free School Meals and 5% have an Educational and Health Care Plan. Obesity levels vary between 2.5% and 5% based upon Year 6 data over the past three years.</p> <p>The Queen's School PE curriculum offers a broad range of sports and activities for all year groups giving young people the opportunity to see their development and progression throughout their time at the school.</p>
Which School Games outcome did it focus on?	Demonstrate how you are developing and co-creating your offer with your young people

## Intent

### What motivated and drove it to happen?

- Lack of pupil voice in the school
- We know there is a strong interest in sport across the school, with 77% of KS2 pupils currently attending at least 1 extra curricular sports club, and wanted to raise this further.

Pupils engaged in extra curricular activity clubs



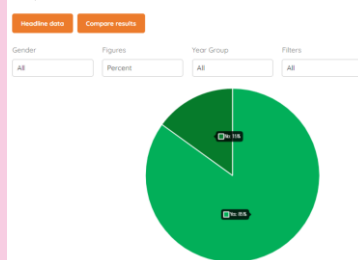
- We knew that although number of pupils (85% in KS2) were keen to be Sports Leaders, working with different year group at playtime and promoting participation in sport.
- We wanted to increase the number of intra school inclusive sport events, raising participation and promoting healthy competition.
- We wanted to involve pupils in the design and co-creation of some of our school events.
- We wanted to develop our Sports Day to promote child-led sports activities and interaction between Key Stages 1 and 2. We also wanted the day to involve a healthy mix of competitive and cooperative events.
- We wanted to support the KS1 playground in developing a positive play zone.

### How was the issue / need identified?

We identified the issue through the following:

- Teacher feedback that they were having to deal with lunchtime issues in the KS1 playground (conflicts with not sharing equipment and friendship issues)
- Observations of the playground at lunchtime
- Pupil voice surveys indicated that Upper KS2 pupils were keen to be Sports Leader.

Pupils interested in becoming a Sports Leader



- Pupil voice discussions indicated that pupils were keen to be involved in more inclusive style sporting activities and competitions.

## Context

What activities were delivered?

In response to the challenges above we decided to do the following:

- Train up all of Year 5 in a playleaders course during one of their PE lessons (over 6 weeks)
- Year 5 to design and deliver a Year 3 multisports festival event
- Optional opportunity for some of the play leaders to run a KS1 positive play zone.
- We created a playleader equipment bag to store play equipment that the leaders were responsible for.
- We created a playleader rota for lunchtime KS1 playground.
- In the summer term year 5 playleaders were able to design and deliver some of the Sports Day activity stations for KS1 and Lower KS2.
- We worked alongside Sport Impact and getset4pe to deliver the Play Leader training sessions



Example certificate



Example session poster

Who delivered the activities?

PE subject lead and Sport Impact

Where and when did they happen?

Play Leader Training phase 1- All of Year 5 Spring Term 6 weeks  
 Year 3 Multisport festival- End of Spring Term  
 Play Leader Lunchtime Playzone KS1 – ongoing Year 5/6 Pupils volunteer (rota)

What were the timescales?

Play Leader Training phase 2 Sports Day- All of Year 5 Summer Term 3 weeks  
 Sports Day delivery July 12<sup>th</sup>

**What partners did you work with if any?**

We worked with Sport Impact to deliver the Play Leader training sessions and getset4pe for the resources.

## Impact

<p><b>Who was engaged / who did the work reach?</b></p>	<p>The project engaged ALL of Year 5 (<b>58 pupils</b>) for the Play Leader training</p> <p>The project benefitted ALL pupils in Years 1 &amp; 2 during their lunchtime</p> <p>The Play Leaders also supported a Year 3 (<b>60 pupils</b>) event</p>
<p><b>Who was impacted?</b></p>	<p>The Play leaders delivered activities to KS1 (180 pupils) and lower KS2 (120 pupils) on our Sports Day.</p> <p>Through teacher observations, there was a notable impact on the confidence of the Year 5 Play Leaders.</p> <p>Through observations of the playground and feedback from KS1, it was clear the play leader zone was a success. Due the following:</p> <ul style="list-style-type: none"> <li>• More playtime equipment (less equipment getting lost)</li> <li>• Pupils learnt more playground games</li> <li>• Pupils made new friends and had a safe place to go</li> <li>• Playtimes were more active and pupils were developing their fundamental movements skills and coordination.</li> <li>• There were fewer disruptions during playtimes, which benefited teachers in the afternoon.</li> </ul> <p>Sports Day and Year 3 Transition event:</p> <ul style="list-style-type: none"> <li>• More pupils experience inclusive competitions</li> <li>• All pupils involved in Sports Day (not just competitive races)</li> </ul>
<p><b>How did this make a meaningful impact on the whole school?</b></p>	<ul style="list-style-type: none"> <li>• Character development and confidence of Play Leaders in Year 5 (teacher feedback)</li> <li>• A more active and harmonious playground (observations and teacher feedback)</li> <li>• Development of daily physical activity and fundamental movement skills</li> <li>• Pupils made new friends and had a safe place to go (pupil feedback)</li> <li>• There were less disruptions during playtime which benefited teachers in the afternoon (teacher feedback)</li> </ul>
<p><b>What benefits did you observe as a result of the work?</b></p>	<ul style="list-style-type: none"> <li>• Pupils learning about role models and positive play.</li> <li>• Positive impact on PE lessons as physical literacy is developed.</li> <li>• A more Inclusive and pupil centred Sports Day</li> <li>• Pupil voice is engaged with and used to co create the school games provision in the school.</li> <li>• Year 3 multisport event supported transition from KS1-KS2</li> </ul>

## Challenges

<p><b>Reflect on the work and consider what challenges were experienced, and how were they overcome?</b></p>	<p><b>Rota</b></p> <p>Not ALL year 5 playleaders wanted to volunteer on the KS1 playground, so we made this voluntary and used a rota system. We had to make a rota to ensure that the Play Leaders had time for their lunch and also spread out their volunteering time so they only needed to commit once a week for a term. Otherwise it would become too much for them and put them off in future.</p> <p><b>Age</b></p> <p>It was difficult to use Year 6 as Play Leaders due to the constraints of SATS; for this reason, we focused on Year 5 pupils. This worked well as they could still help in the playground if they wanted to in Year 6.</p> <p><b>Timetabling</b></p> <p>We wanted to give ALL pupils in year 5 the opportunity to learn to be a leader. For this reason, we timetabled the training into their PE curriculum and ensured ALL sessions were fully practical.</p>
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## Sustainability

**How can the work become more sustainable?**

- Use some of the Year 6 leaders to support the training of the next cohort who want to volunteer in the playground.
- Use some of the Year 6 Leaders to support KS1 Sports day and support with the training.
- Involve some of the Play Leaders with more roles around the school:

PE Noticeboard  
Match reports  
Newsletter

**What are the next steps?**

- Send out a pupil voice survey to get feedback from Play Leaders on the following:  
The training  
The Year 3 Transition event  
Sports Day

**If you worked with any partners / community organisations, how do you plan to continue to develop this partnership?**

- Continue to work with Sport Impact and getset4pe

## Top Tips

**As a result of your experience, what advice would you have for others?**

- Empower the pupils to take ownership and responsibility for the playground games, equipment and ideas. The more they invest in it the more enthusiastic they become.
- Try and give all the pupils the opportunity to train. We found this way pupils who hadn't realised they could be an effective leader discovered they could and this had a really positive impact on their confidence.
- Try and provide opportunities throughout the year where the pupils can develop their Leadership skills (not just a one-off event). We found that their confidence continued to grow with each event.

**What was your biggest learning from the work?**

- Your pupil workforce is one of the most reliable, creative and energised group you have. As a subject leader you need to engage in and empower your upper KS2 pupils to help you with the million jobs you have!! They really enjoy being part of your PESSPA provision.