



Statement of Commitment to the Provision of High Quality Sporting Provision

Hatton Hill Primary School 2017

Hatton Hill has always endeavoured for high quality sporting provision, both during the school day and as an extra-curricular opportunity. Now the profile of Sports is at an all-time high. Following the legacy of the 2012 Olympics and the magnificent British successes enjoyed, the UK government has committed heavily to promoting sport and PE, in order to increase participation and enthusiasm across all physical activity.



Through sport, we at Hatton Hill use this government viewpoint to reinforce how sport should be a key part of any child's life. Through sport, our children are given a plethora of platforms to develop physically, socially and emotionally; as well as gain a deeper understanding of competition, sport for fun, healthy living and a mutual respect for each other.

Current figures on obesity show that 20% of Sefton children are more likely to be obese than the national average when they leave primary school, with a further percentage being overweight. We aim to combat this by encouraging a love of an active lifestyle, increased participation in exercise and awareness of healthy eating enabling more positive choices. As such, we are committed to the delivery of a high quality and extended curriculum for Games and PE, but also to the provision of accessible and varied extra-curricular clubs.

We have built an excellent relationship with Community Soccer and Neil Prince. Mr Prince and his company provide high level coaching for both our KS2 football teams and a KS1 Multi-Skills Club (aiming to ready our younger pupils for sport in their later adolescence). We are particularly proud of our football team this year, as we are currently undefeated in all leagues, cups and friendly matches. Some of our football team players were fortunate enough to visit Goodison Park in autumn 2016, completing a workshop based around removing racism from sport. Feedback from all Mr Prince's sessions is highly positive and competition for places is extremely fierce – resulting in both a second team and a club

aimed at girl participation being introduced this year. This is the attitude we seek from our pupils; positive and proactive.

We also are proud to announce that 2016 saw the commencement of our Gymnastics Academy, delivered through Olympic gymnast Beth Tweddle's company 'Total Gymnastics'. Pupils are extremely enthusiastic towards this club and have developed extremely difficult skills from a grass roots level. Not only this, but we have managed to 'Talent ID' a number of pupils highlighted as highly gifted in gymnastics, many of whom have been referred to the national governing body of British Gymnastics and since have competed in local tournaments – with plenty of pupils bringing home the gold!

In addition, we at Hatton Hill currently provide various extra-curricular sports clubs in the form of circuit training, Ultimate Frisbee, Netball, Basketball, Chess and 'Popercise'. We also have a group of Year 4 children signed up for this year's Wally Cain Dance Festival. We are constantly seeking to extend opportunity, participation and variety.

Recently, we surveyed the children regarding sporting provision. The results were a resounding positive in favour of enjoyment of in school PE and Games lessons. In addition, children showed a real awareness of the importance of healthy lifestyles and the role that sporting activities play. Pupils have recently been asked about their experiences in sport, all of which stated that they enjoy sport and feel that we have answered any requests for extra-curricular sport in school

We recognise the importance of swimming as an essential life skill and its place in the National Curriculum. Children in Years 4, 5 and 6 participate in swimming lessons yearly. We also regularly participate in the Crosby Swimming Gala on an annual basis, with Year 4 and 5 pupils showing their swimming abilities in a competitive environment.

School sport at Hatton Hill is currently lead by Mr Brailsford and Mr Mcloughlin; with Mr Brailsford opting to focus on KS2 and Mr Mcloughlin opting to focus on KS1. Both Mr Brailsford and Mr Mcloughlin have backgrounds in sport, both as academics and as performers, and have a genuine passion for the importance of Sport and PE in schools. Regular pupil interviews and monitoring of content delivered has shown that all pupils throughout the school experience a wide plethora of sports, and are given opportunities to progress, develop and enjoy sport, and are provided with pathways to succeed in later life.



One key approach that our staff takes to teaching sport and PE is through the 'Peer Feedback' method, highlighted by research as being one of the more effective teaching styles for delivering sport to young people (Metzler 2011; Mosston & Ashworth 2010). Through this teaching style, pupils are grouped and given the task of evaluating each other's performances based on clear criteria for success. This method allows all pupils to receive positive feedback on their performance as well as develop a deeper understanding of the skills practised. This method also allows for pupils to develop their social and communication skills, through verbalising their evaluations of each other's performances. This would therefore assist the teacher in producing a stimulating environment with a rooted mutual respect for all.



'Achievement through Happy Learning' is at the heart of all we do at Hatton Hill and we undertake to do this in a positive, progressive and proactive environment.

Statement of Inclusion

'Inclusion' involves changing schools and societies in order to respond to the needs of all pupils, suggesting the importance of ensuring that all pupils in a class have equal opportunities to grow and fulfil their potential as an individual learner. We at Hatton Hill believe in 'inclusive practice' and recognise the diversity and needs of all learners, in order to guide teaching.

UK Sport (2012) suggest that inclusion and equality in sport is about removing barriers preventing people from developing in sport, both for those already involved and those wanting to be involved, and that equality should aim to change the culture of sport to allow total involvement of all groups, such as women and therefore young girls.



With males dominating national and international sports participation figures from an adolescent age (Slater & Tiggermann 2010), we at Hatton Hill have worked to ensure that girls participate in school sport equally with boys, and have additionally worked to provide positive experiences through role models for girls, such as Olympic Gymnast Beth Tweddle



visiting and working with our gymnastics academy in Summer 2016. We also promote the inclusion of all regardless of disability, and are currently in the process of developing a scheme of work in which all pupils experience 'disability sport' (such as Boccia and 'Visually Impaired Football'). Through this, pupils will expand their sporting knowledge as well as their appreciation for others with additional needs.

It is statutory law in Britain that all teachers follow a set of 'Teacher's Standards' (Department for Education 2011) in order to ensure the most effective delivery of education possible for all pupils. These standards state how teachers should create an environment in which all pupils are expected to behave with a mutual respect regardless of background or disposition (Standard 1), and also of how teachers should understand how social factors and social development can inhibit a pupil's learning, in order to overcome such barriers (Standard 5). All staff at our school promote equality within PE and sport regardless of gender, ethnicity, disability or any other individual trait and background.



Reference Bibliography

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