



Girls in Sport Examples of Practice

To encourage more secondary aged girls to participate in PE and sport





Nike / Youth Sport Trust Girls in Sport Partnership



Sedgefield Community College, Durham

Starting point Sports College status achieved, school based targets specifically aimed at Girls. Also Ofsted identified levels of participation lower than boys and achievement in girls' P.E.

Actions The school worked alongside PGCE students to design and distribute a questionnaire to discover why girls' interest/motivation/attendance/achievement is low and identified what they would like to do.

With the understanding acquired, the school now offers:

- Ø girls only sessions in football, trampolining, tennis, table tennis and cricket, tae-bo, multi-gym, aerobics, gym, dance and also GCSE dance.
- Ø teachers have adapted teaching styles to encourage pupil centred learning and leadership in smaller groups. It has helped to develop assessment standards.
- Ø employed more female coaches in netball, hockey, dance, football and trampolining, multi-gym instructor, tae-bo, pilates
- Ø changes to the curriculum have introduced dance, trampolining, sports aerobics and step aerobics.
- Ø established a school sports council, which has female reps (48%) who advertise and encourage other girls to participate.
- Ø introduced girls in sport week, which was advertised through 'girls only' assemblies, launched by a female international athlete. This introduced new activities, trips and included 18 female staff members joining in organised activities. Displays in school now celebrate this week. Prizes were awarded and winners advertised on the school intranet. We now have a 'Girls in Sport Statement' included in the new P.E. handbook.
- Ø changed kit policy, so girls can now wear tracksuit bottoms in KS4 and any leisurewear in Y11. All girls now change into P.E. kit even if not physically participating. They help to coach/lead – 100% participation now!
- Ø certificates of participation introduced for a full term, letters and postcards sent home
- Ø sports presentation night celebrates every student's sporting success in and out of school
- Ø girls' sports personality of the year award introduced



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- Ø all girls were able to participate in an all day rugby coaching session with the Newcastle Falcons.
- Ø Festivals for Year 6 includes netball, football and tag rugby (SSCo)

Impact Increased participation, inclusion, effort, attendance, better attitudes, less confrontation, staff/pupil rapport. More non-PE staff involved in clubs, better displays, more training for female PE staff, more girls joining local clubs of development. Registers, attendance numbers to clubs illustrates the impacts. More teams also are entering leagues for 2003/04.

Future goals

- Ø Introduction of better rewards system for extra-curriculum participation (vouchers, letters home, certificates)
- Ø Introduction of Girls Sportsperson of the month
- Ø Increased trips, as rewards, extra-curricular participants get priority
- Ø Project working with WSF in sport for girls through SSCO partnership to develop a girls in sport week across all partnership in schools.



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Guthlaxton College, Leicester

Starting point It is of utmost importance that girls have a positive experience regarding physical education and sport. At the moment female sport is growing rapidly but there is still a huge vacuum regarding role models in sport for women, particularly those that might appeal to the age range of our students. By providing students with a positive education in relation to physical activity they have a chance of becoming life long participators in physical exercise.

Actions The school made changes in an attempt to make the curriculum more accessible to girls. The first, and most effective method has been to allow students to have an input into lesson choices. In some classes the teacher and students have joined together to provide a rota of activities, so as to cater for group interest. By giving the students options we have found they are more willing to participate as they have a degree of control over their own learning.

The second line taken is to provide lessons that the girls, and we, feel are suited to their needs. In the past games such as hockey and netball have been the main focus. However, a lot of the girls felt these activities were not enjoyable. This led to us exploring other options. We now provide self-defence lessons, something that could be worthwhile in a broader sense. The girls also wanted to take part in more traditional female activities and we have catered to these needs. Lessons now include trampolining, aerobics and less competitive game playing.

Impact As a result of these changes there has been a far higher percentage of girls participating in PE. The girls know that they are only going to be asked to take part in activities that they, as a class, have chosen.

During the lesson there has been a much higher level of activity from the majority of students. This can, again, be attributed to the knowledge that they have chosen the activity and so are keen to get involved. By allowing the girls an input into the activities covered we have been able to give more responsibility to the students, by doing so the girls have developed many skills far beyond simply the physical side. The girls are growing in confidence and developing leadership skills. We have also found that the attitude within the lessons has become much more positive.





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Additionally, we have seen a marked increase in girls' activity out of school. This includes both extra-curricular school attached activity and activity within the community, using local amenities. Prior to the implementation of these approaches the percentage of girls who were not participating in lessons was 10-15%. Non-participation amongst the girls is currently lower than 5%.

The number of girls taking part in out of school sporting / recreation events has steadily increased. This was demonstrated recently when a high proportion of the Guthlaxton students that were involved in events such as the Youth Games, and the Millennium Volunteers were girls.

Future goals Further developments to encourage girls in sport are currently underway within the college. We are running programmes for many of the girls to gain qualifications in various activities; these include umpiring awards in sport such as rounders and netball. We feel that getting the students involved in sport this way is simply another chance for them to be educated at the same time as being active.

We intend to develop the inclusion of girls in sport further by continuing to monitor the interest and needs of the girls within the school. It has been identified that student surveys may be one way to do this. By carrying out a survey we can monitor the activities that are already catered for and that are preferred by the girls. We can also gain knowledge of activities that might be well received and could be added to the range of activities being taught.



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Saints Peter and Paul Catholic school, Widnes

Starting point Lack of participation in lessons, lack of enthusiasm for PE and Sport, lack of extra-curricular involvement in school and community, negative attitudes towards PE and Sport.

Actions The school made changes to raise profile through displays, assembly announcements with attention to making them relevant to girls - Dance etc. Asked questions on what they wanted to do, relaxed PE kit, then recently got new PE kit designed by pupils. In addition, we introduced recruitment of role model - parent coaches / other female non PE-teachers. Development of leadership programmes to provide pupil role models - CSLA/JSLA, participation rewarding.

Impact Massive impact in girls department is by far the most successful in terms of participation (curricular/extra curricular), commitment, leadership and enthusiasm for PE, sport and dance. Awards for all bids / gifted and talented funding £6000 in total raised to support this.

Future goals Introduce dance and athletics festival for 2003/4. Organise 'Open Evening' to highlight school's standards/ explain aims of curriculum opportunities through school, by doing so will attract parents and pupils to the department.

Starting point

To promote the image and status of sport for girls to equal that of sport for boys.

Actions The school made changes to:

- Ø the changing room by displaying posters of girls and famous female sports personalities
- Ø the profile of girls' sport by producing a girls in sport newsletter highlighting girls' achievements
- Ø the gymnastic warm up by using the girls' own choice of pop music
- Ø the girls' outlook on success by inviting into school a female international basketball player

Impact Girls are becoming less embarrassed when they achieve. They are more confident in sharing and demonstrating their skills. This is shown in the records of individual achievements within and outside of school. The information has also been used in the school magazine.





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Hirst High School, Northumberland

Starting point After attending the GIS workshop, the school surveyed the girls in an attempt to cater for all needs and interests. After a fantastic response, they decided to create more provision for alternative and innovative ideas as well as traditional sports.

Actions Changes were made to the content of provision by adding activities such as dance, aerobics, trampolining and girls' rugby to the already comprehensive list of girls' football, netball, hockey, rounders, athletics, tennis, basketball and a fitness club. In addition, the school now provides the facilities and coaching for a year 4 netball league, as well as conducting a year 8 netball league to provide a conduit of the sport up to High School level.

Impact As a result of these changes more girls are involved in out-of-school-hours learning which boosts confidence, thus resulting in greater participation and involvement in curriculum lessons. Establishing links with a local health club has also acted as a motivator for the girls to become more actively involved. There are also advances in hockey and netball occurring via club links with Local Ladies Hockey and Netball Clubs.

Registers, school teams (participation in leagues, knock-out competitions and tournaments), representation in dance festivals and regional trampolining demonstrate the impact of the efforts made. SEN girls are also included in dance festivals, as well as attending a local disability club as a result of external partners promoting sport in the SEN department.

Future goals Consolidate current clubs with an aim of increasing participation even further. Team tours - residential trip for the Girls football team. Maintaining provision of facilities for the year 4 netball league in order to develop netball opportunities throughout primary schools. Awards for all bid to apply for a lunchtime sports club - ensuring SEN girls have the same opportunities as mainstream students.



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Piper Hill High School, Manchester

Starting point Participation of girls generally in after-school provision was low. Availability of clubs and activities within the community (apart from football) was virtually non-existent. Works to develop activities that disabled and able-bodied girls could do together.

Actions Changes were made to the availability of opportunities for girls to take part in sporting opportunities alongside their mainstream peers. Started an integrated table tennis club and an integrated gymnastics club after school for disabled and able-bodied young people.

Impact Girls who would have gone home after school and done no physical activity now take part enthusiastically in sport. New friendships have been made with pupils from other schools, and a better understanding of each other's abilities has been promoted.

This is shown in the way the girls have supported each other in attending the sessions, helped coach each other in developing skills and ability, encouraged, built friendships and have begun to relate to each other outside school and club sessions.

Future goals Looking to extend the number of girls participating in existing clubs and the number of out-of-school hours integrated clubs.



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Eastlea Community School, London

Starting point Percentage of girls' participation compared to boys were very low. Most girls' sport performed poorly, especially during competitions, compared to boys. Girls viewed extra-curricular sport as for boys only.

Actions The PE curriculum was taught in single sex thus boosting girls' participation and morale. Specialist coaches with renowned sporting backgrounds were invited to coach girls and served as positive role models. The Great Britain softball team also held a training session using school's facilities which gave the girls a chance to see other girls in professional training.

Impact It has increased girls' participation tremendously while enhancing the P.E. curriculum with increased interest. More girls chose GCSE PE and they are performing much better in all competitions in Newham and London.

Future goals JSLA students are keen to work in the community.



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Anthony Gell School, Derbyshire

Following attendance at the Girls in Sport course in January 2002, this school developed an action plan with two main goals:

- Ø to improve the image of sporting females in school (not solely within the confines of the PE department)
- Ø to improve the changing rooms environment and allow students more privacy.

Six months later they were already on their way with the first of these goals. They informed us that 'the image of sporting females is an ongoing task which is progressing steadily and has been enhanced around the school by the display of positive female images participating in sports. They had much positive feedback from staff, students and visitors about their displays. They have included photos of girls from their school who have shown pride in these displays. They ran a caption competition to draw attention to these displays within the school.

Although time constraints have delayed the development of the changing rooms, this remains an item for future development on their Girls in Sport action plan. Given the delay in this aspect of the development, the staff have developed additional aspects of their plan. In consultation with the girls, staff introduced new activities to the curriculum. The staff gained coaching awards and qualifications in new activities and specialist coaches were brought in to cover additional activities. A more relaxed approach was adopted to kit and girl friendly kit has been promoted including, for example, hooded tops. The school was also involved in organising a 'Girls Get Active' day, in collaboration with another local school.

The impact More girls were prepared to borrow kit if they had forgotten their own and the number of poor excuses for becoming a non-doer had decreased. In particular the PE staff identified that five or six of the persistent non-doers had been picked up by these initiatives and became regular participants. The girls whose photos were displayed took pride in this.



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Beaufort School, Gloucester

The PE staff conducted a 'health check' following their attendance at the Girls in Sport course in November 2001 and although they acknowledged that in many ways the school was targeting girls in sport they also identified that there were a number of issues which they need to resolve. On the positive side the school identified that girls' sport was seen positively in the school with the headteacher announcing results to assemblies, a newsletter that highlights sports results each half term and coloured certificates and badges being awarded in an achievement assembly at the end of each term. However, they also identified that the extra curricular programme included no non-competitive activities. In 2001 they introduced aerobics for Year 9 to 11 pupils. A year later they expanded this further to include gymnastics and dance. They invested in a specialist teacher for some of these activities and recruited a member of the modern language department to assist with the extra curricular programme. The staff also acknowledged that the girls had little say in the decision making at Key Stage 4. New schemes of work were introduced in all areas involving pupils in the decision making process. The staff focused on improving their teaching methods and styles at Key Stage 3 in order to improve learning and this has also impacted on planning, performance and evaluation in the lesson. Kit for lessons has also been relaxed and pupils are no longer expected to wear skirts. A package was also compiled to improve links with the community and local clubs.

The impact The increased options, both curricular and extra-curricular, have improved the situation and increased participation is being noticed. Since making these changes, staff have reported that participation in PE has improved to 100% for Year 7/8, 95% for Year 9 and 98% for Year 10/11. The staff noted that girls' attitudes to PE and sport have improved throughout the school.



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Great Baddow High School Sports College, Chelmsford

Great Baddow High School Sports College attended a Girls in Sport workshop in July 2002. The participation in PE lessons at Key Stage 3 had always been very good but the PE staff were concerned about the drop off in Key Stage 4. They hoped that the Girls in Sport workshop would help them tailor their curriculum to the needs of these girls in the hope that they could enthuse them into continuing a healthy lifestyle post 16. Following the course, staff introduced two new pathways to their Key Stage 4 GCSE course which all pupils follow. Girls can now select options from games and aesthetics, sticking to one or mixing and matching their options. They have collaborated with Essex Dance Company in introducing these options. The staff also introduced more activities to the extra curricular curriculum, particularly those types of activities which attract a wider variety of girls with different interests such as boxercise. A history teacher in the school was also actively involved in this. In collaboration with the DT department and the humanities department, the PE staff have developed their extra curricular programme to include four additional clubs, including dance, trampolining and boxercise. Links have been developed with a local leisure centre to allow use of facilities and coaching after school and hopefully during lesson time in the future. They have an ongoing effort to try to promote these clubs around the school with colourful posters for form rooms. Specialist coaches have been brought in to take a range of the extra curricular clubs.

The impact These changes resulted in 100% participation in lessons. Staff report that students are enthusiastic and well motivated and that their enjoyment of the activities was clear to see since the girls have increased ownership of their learning. The school assessed the impact of these initiatives by surveying the girls at the beginning and end of the school year and noted a marked improvement in relation to enjoyment and variety in lessons. They also noted increased participation, improved kit and an increase in the number of girls taking GCSE PE.



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Greenfaulds High School, Scotland

This school attended the Girls in Sport workshop in March 2003 and has focused their action plan on four of the six levels of intervention: teaching and learning experiences, the PE curriculum, PE department policy and the extra curricular programme. They have focused on developing positive learning environments where all pupils can achieve and have increased the range of activities on offer. In particular they now include dance and body pump to girls and offer options so that the girls are responsible for their own choice of activity. The school have also invested in the changing rooms and have installed more mirrors to make the area more appealing to the girls. Finally they have increased the range of extra curricular sport on offer to include gymnastics, netball, dance and athletics.

The impact The teachers perceive that there are now a regular number of girls taking part and that more girls than boys now participate in their out-of-school-hours programme. Dance has been particularly successful in increasing curricular and extra curricular participation. The number of girls who report always taking part in PE has increased by 7%. Before any changes were implemented over half of the girls reported that they felt that PE would be better if they did a wider variety of activities. This figure has almost halved since the changes have been implemented. An additional 10% of girls reported that they think they will be physically active when they leave school. Research has indicated that the intention to exercise is the first step in improving participation and for this reason this is an important increase for the school. Finally the number of girls who felt that girls' sport was not as important as boys' sport in this school has almost halved reflecting an awareness that girls' participation in sport is an agenda in this school.



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Hailsham Community College, East Sussex

Hailsham Community College attended a Girls in Sport workshop in June 2001 and developed a comprehensive action plan with six main target areas:

- Ø improved environment
- Ø increased out of hours participation
- Ø improved PE programme
- Ø recognition of achievement
- Ø girls' self-image
- Ø community links

The school have made substantial progress on a number of fronts. They have redecorated the corridors and changing rooms and now have a range of posters reflecting female sporting activities. The modification of the extra curricular sports programme has been met with increased participation. Log cards are used to monitor participation and certificates are awarded for participation rates. A school sports council also meets fortnightly. Football has been introduced into the PE curriculum for Year 8 and 9 pupils. A greater range of aesthetic modules have also been introduced. The school have also been active in creating links with the community and the appointment of a sports development officer facilitated this. A half term newsletter now publicises community activities and a close liaison with primary feeder schools has been developed.

The impact Much more positive attitudes were seen and a greater take up of girls has been noticed in both curricular and extra curricular activities, particularly at Key Stage 4. The changes had a very positive effect on pupils who were generally perceived as disaffected. Whilst running the Nike Girls in Sport Action planner staff reported that they were very pleased with what they have been able to put in place and the positive effect it had, not just on girls but on all pupils. Pupil attitudes improved and there was clear evidence to show that they appreciated the measures put in place which more effectively meet their physical needs. Some of the most powerful evidence is provided by extra curricular clubs which began to attract Key Stage 4 girls who had, in the past, been reluctant to take part in curriculum PE lessons. The school feels that much of the work now provides a template for good practice within an effective PE department.



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Kilsyth Academy, Scotland

Since attending the workshop in March 2003, the staff at Kilsyth Academy have focused their developments on three of the six levels of intervention: teaching and learning experience; the PE curriculum; and the extra curricular sport programme. The staff have introduced an optional dance module where pupils assume more responsibility for the learning experience by selecting their own music and choreographing their own composition. They have withdrawn some team games and have tried to give options where possible for some activities. Aerobics, dance, multi-gym and girls' soccer have all been added to their PE curriculum. Girls' soccer has also been added to the lunch time extra curricular programme.

The impact The school returned post-implementation questionnaires where analysis showed an improvement on nine different success indicators. There has been a clear improvement in participation levels in PE lessons where the number of girls who reported never participating halved and the number reporting that they always participate increased by 54%. The pupils' motivation for participating also showed a significant shift with significantly more girls stating that they now take part in PE primarily because they want to (pre-implementation 19%, post-implementation 42%). Fewer girls are complaining that they feel self conscious about what they are wearing and what their bodies look like in PE. Staff indicated that they noticed that allowing pupil choice seemed to get the girls very enthusiastic and that this was the factor that had had most impact in their school.



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The Colne Community School, Colchester

This school developed an impressive 14 page action plan outlining multiple aims and objectives for their school. Ultimately the school aims to have 50% of girls participating in at least one extra curricular sport, and have a 90% participation rate in lessons where all pupils have the correct kit. Their aim to have a curriculum suited to the needs of pupils with the number opting for GCSE PE and dance increased. The staff felt that there was a need to focus on Girls in Sport to increase the level of non-participation in lessons and in particular because many girls were demonstrating a poor attitude in lesson time, with increasing behaviour problems at Key Stage 4.

Numerous non-traditional activities were introduced to the curriculum at Key Stage 3 including football, tag rugby and basketball. At Key Stage 4, following extensive consultation with the girls, they decided to change the facilities in which the activities took place as well as introducing a wider range of activities. The PE kit was also reviewed, both for staff and pupils, and now carries the school logo.

The impact Staff are now recording record numbers of 100% participation each term, recorded in accurate registers and school reports highlighting the decreasing number of non-doers. The number of girls opting to take GCSE PE and A level PE has increased. Next year, for the first time, a female pupil is going to spend a gap year working with the PE department with the ambition of furthering a career in PE and sport. An interview with pupils in this school highlighted the significant culture change that has occurred over the past few years. The girls identified that the current Year 7 pupils 'have it so much easier' than they did. The school encourages pupils who are interested in pursuing a career in PE or sport to spend a gap year in the PE department and next year, for the first time, a female pupil is participating in this scheme.



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St Ambrose High School, Scotland

Since attending the workshop in March 2003, the staff at St Ambrose High School have focused their developments on the PE curriculum and the extra curricular programme. In particular they have increased the range of activities in the curriculum for Year 4 pupils by giving pupils the choice of new activities. The extra curricular sports programme has been expanded to include cheerleading, dance, gymnastics and rowing. The cheerleading and gymnastic activities both have an associated competition. The activities are each targeted at different groups. For example cheerleading is for Year 3 and 4 while gymnastics is offered to Year 1 and 2 pupils.

The impact An improvement has been noticed on ten different success indicators from the pupil questionnaire. The number of pupils who report always taking part in PE has increased by 18% and the number of pupils taking part in no extra curricular sport has reduced by 16%. However, although we recognise the importance of participation figures, a key element of this programme is to improve girls' attitudes to PE and sport. This school has experienced significant success in changing attitudes to PE. The number of pupils reporting that they do not enjoy PE has decreased by almost a third. Similarly there has been a 30% decrease in the number of pupils who reported that they took part in PE only because they had to.



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St Thomas More Roman Catholic High School, Manchester

This school attended the Girls in Sport workshop in April 2003 and has focused their action plan on four of the six levels of intervention: teaching and learning; PE department policy; extra curricular sports; and school-community links. The staff have implemented various modules from Key Stage 3 strategy which has engaged pupils on task with less 'wasted time'. Pupils are now expected to wear their PE kit at all times even if they are not participating in class. The extra curricular programme has been extended to now include aerobics, dance, girls football and hockey. The staff have been active in promoting local sports development clubs within the school which a number of girls will attend during the school holidays.

The impact The staff perceive that because pupils are achieving they are feeling more successful. In addition to this they report that there has been an increase in the number of extra curricular clubs that pupils are attending. This was confirmed by pupils responses on the questionnaire where an improvement was noted in 20 of the 26 success indicators. An additional 8% of pupils reported that they are now taking part in at least one extra curricular club each week. The number of girls participating in three or more clubs has also increased from 2% to 10% over the past year. Results also indicate that girls are more intrinsically motivated to take part in PE and the intention to be physically active when they leave school has also increased. The image of sport in the school also seems to have improved with double the number of girls reporting that they perceive it to be 'cool' for a girl to take part in sport.



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Woodcote Sports College, Surrey

As a Sports College Woodcote were always looking for ways to raise attainment. Staff attended the Girls in Sport workshop in April 2001 and again in June 2003. When we contacted them for feedback in November 2002 they informed us that they had made changes on a number of levels. They had tried to improve the profile of sport for girls in the school by hanging posters and improving notice boards. They also modified the curriculum to include more indoor activities like aerobics. Key Stage 4 now have a choice of activities plus JSLA/health and fitness. They included dance and cheerleading in the extra curricular programme in response to a survey of girls in the school. Promoting positive attitudes and engaging students and teachers in learning was central to their initiatives, particularly at key stage 4 as students' had previously not perceived their lessons as valuable. The curriculum was changed radically in the school. Pupils now select from four strands: Health and fitness, JSLA, Short course and Sport Education. Each strand has a varied programme, different learning style and a distinctive teaching approach. The PE department has developed an 'open' dialogue with students, the girls inform them which clubs they would like and the school tries to meet their demands. They introduced a number of girls only clubs. The curriculum in Year 7 and Year 8 is now taught in gender and ability groups. The Year 9 girls' curriculum is now more diverse than ever offering more indoor activities such as trampolining, dance and aerobics. They offer a wider range of sporting activities and offer pupils opportunities to coach and perform. In Year 8 they allow students to wear comfortable kit and have implemented different activities in extra curriculum. During lessons different teaching styles are used to appeal to different learners to help pupils enjoy their lessons. Students select from four strands in Key Stage 4 PE; each strand has a varied programme to appeal to different learners. At Year 9 the girls curriculum is more diverse and, responding to students, they now offer more indoor activities.

The impact They now have 100% participation in lessons with pupils having umpiring and official duties. The girls must change kit whether participating or not. Teachers report that girls are more positive and engaged, therefore levels of attainment at the end of Key Stage 3 have started to show improvement. Very few students don't attend or don't participate. There are few behavioural problems because the students enjoy their lessons.



Leysland High School, Leicester

Leysland High School is a middle-deemed secondary school educating 672 boys and girls in the 11-14 age range. It is much larger than the average for other schools serving the same age range. It is a popular school which has been oversubscribed in recent years, and admissions of pupils on appeal have taken the school roll well beyond its planned admissions level. Numbers on roll have increased by over a fifth since the last inspection in 1997. The school is located in an area of social advantage in terms of the social class and the educational background of adults, but it draws around 30 per cent of its pupils from outside this locality, mainly from the city of Leicester. The percentage of pupils eligible for free school meals is below the national average. There are eleven pupils from minority ethnic backgrounds. Very few pupils have English as an additional language, and none are beginners in using English. When pupils start the school as eleven-year olds, their attainment is broadly average. The proportion of pupils with special educational needs is average. A larger-than-average proportion of pupils have statements of special educational needs, and this includes pupils with learning, emotional and behavioural difficulties, and those with physical, hearing, and speech-and language impairments. The school places a great deal of emphasis on building relationships between all of those involved in the school community, and on developing a culture of mutual respect, tolerance and individual responsibility. There is no school uniform and first names are used between teachers and pupils. The Leysland Charter sets out the aims and objectives of the school very clearly, with an emphasis on raising achievement and stimulating pupils' personal development.

What was the rationale for your development?

Leysland is an 11 –14 high school and PE staff were concerned that it is at this age that girls involvement in PE and sport can start to decline. Therefore the staff were eager to keep girls involved in healthy physical activity.

What were the Key Aims and Objectives?

Following the Girls in Sport workshop staff at Leysland developed a comprehensive action plan with 8 key objectives:

- To encourage girls to enjoy PE.
- To develop girls' PE
- To find out the views of Year 9 girls on PE
- To improve the fitness levels of girls in PE
- To develop role models for girls in PE
- To encourage mums to take part in sport with daughters and to act as role models.



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- To raise the profile of PE within the school
- To improve girls extra curricular participation rates

What were the key targets/actions you set?

The staff used a questionnaire to assess the attitudes of year 9 pupils to the PE provision. Staff from other departments covered PE lessons to allow the PE staff have time with the year 9 pupils discussing various options.

Library subscriptions were made to a girls in sport magazine and to a girls' football magazine. Poster displays for the changing rooms were also purchased. Information displayed on college courses for girl footballers to show career pathways for girls in sport. Information about and an invitation to the Nike Girls in Sport project launch was sent to pupils and female support staff.

The school liaised with the local authority sports development officer to promote Come and Try It sessions in football, netball and tennis for girls. The school has developed pathways into local clubs providing players for local girls' teams in these sports. They have produced a directory of local clubs for those wanting to get involved in those activities. The school made changes to their extra curricular clubs by also offering girls only sessions in Badminton and fitness. Finding staff and volunteers to run the clubs was the biggest difficulty faced by the teachers. They currently have a parent who is a female

rugby coach, working with year 7 and 8 girls and an AOTT also volunteered to support netball.

Staff also introduced girls cricket to the extra curricular programme and became involved in a girls only cricket tournament. Their extra curricular dance programme was extended to worked with their family of schools on a dance production.

The school has encouraged parents to become involved and supportive of extra curricular activities by organising a mums and daughters rounders tournament. This was organised by two members of the PE department in June 1999 and June 2000. This meant opening the school grounds on one Saturday when they needed use of the four rounders pitches on this day. The school provided refreshments for the participants and one teacher organised the day while two others acted as umpires.



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The school introduced fitness diaries as an incentive scheme for extra curricular activities. PE staff were given time to discuss this with year 9 girls and also to track their fitness. This was chosen as a performance management objective for PE staff.

The school made changes to the summer curriculum making lessons single sexed. In wet weather the girls have been given priority use of the gym. This year all the year 9 PE lessons are all single sex.

They surveyed the girls about the school PE kit and adapted it based on their replies.

What has been the impact and achievements to date?

By making many clubs girls only a pleasant atmosphere has been created where girls of all abilities are able to enjoy taking part in the school clubs offered. The number of extra curricular clubs available to girls has increased and the numbers of girls who now take part in the school clubs offered have increased.

Girls report that they feel more comfortable in lessons away from the boys and perform at a better standard. Teachers report that fewer girls absent themselves from lessons.



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St Richard's Catholic College, East Sussex

St. Richard's Catholic College is situated in the seaside town of Bexhill but draws the 928 boys and girls on roll from a wide area extending well beyond the town. The vast majority of pupils are Roman Catholics drawn from 11 parishes. Pupils come from a wide range of home backgrounds, and though the proportion taking free school meals is below average, some of the parishes served by the college are in areas which suffer from high levels of social and economic disadvantage. The overall socioeconomic backgrounds of pupils broadly reflect national norms. The proportion of pupils on the special educational needs register is close to the national average though the proportion with statements is below. In recent years there has been an increase in the number of pupils from minority ethnic backgrounds. Attainment on entry to the college is broadly average though there are relatively few pupils with very high or very low attainment. The college is a Leading Edge school working in partnership with other schools for mutual self-improvement. The College has also gained Science Specialist status.

What was the rationale for your development?

Staff at St. Richards Catholic College were concerned that the image portrayed of girls in sport was 'uncool'. Girls' achievement in sport was not recognised or valued in the same way as the boys at the school. Possibly as a result of this participation in extra curricular activities was not as high for girls as it was for boys. Following attendance at the Girls in Sport workshop staff made the decision to tackle these issues.

What were the Key Aims and Objectives?

The PE department staff surveyed pupils' attitudes towards PE and in particular, attendance at after school clubs. The school was fortunate that the participation figures for curricular activities was very high and they were keen that the standards that they already had achieved were maintained. The department decided to work towards increasing the level of attendance at after school clubs as a main focus. However, they noted that there was always room for improvement in curricular activities as well and included a number of changes in this area to help improve the image of sport for girls in the college.

What were the key targets/actions you set?

Staff in the PE department began implementing change in the curriculum by bringing in specialist coaches for certain activities. By introducing coaches and team teaching it has opened up the opportunity for non-specialists to



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improve their knowledge. This also opened up new avenues for pupils to try new activities with specialists.

As a next step in this process the college applied for an 'Awards for All' grant. The college employed specialist coaches paid for by their Governing Body and an Awards for All grant to increase their provision and range of extra curricular activities on offer. They increased the number and variety of clubs including non-competitive activities such as dance/kickboxing and activities such as football and rugby that have historically been viewed as 'boys' sports'.

What has been the impact and achievements to date?

There are now very few non participants during PE curriculum and attendance at extra curricular clubs is higher and far more regular. Staff report that the numbers attending after school clubs is excellent. The range of activities means these is something for everyone and the specialist coaching allows for the extended range of activities.

As a result of this the school have now increased the number of girls on the Gifted and Talented register. The number of girls representing the College in sport has also greatly increased. The number of pupils involved in the Sussex Youth Games increased. There has been a 100% increase in the number of girls taking GCSE PE. The number of girls receiving County Sports Grants has also increased. The school applied for and received Sportmark and Awards for All which helped boost the status of PE in the school.

All pupils take part in a thriving Inter House sporting system throughout the year, culminating in an all day Sports Day with 600 plus competitors, followed by a Sports Prize Giving Assembly, prizes given out by a sports celebrity.

What do you feel is still to be achieved?

The school first reviewed their progress in October 2001 where they identified that attendance at after school clubs had definitely increased for both boys and girls. However there were still fewer upper school pupils attending clubs than lower school. The school were careful not to become complacent and they continued to look into offering a wide range of activities alongside the new programme (e.g. aerobics, tai chi etc.)

Getting coaches in the area, particularly for netball and gymnastics was the main difficulty that the PE department faced when implementing these changes. The staff tried hard to encourage non-PE specialist teachers to be more actively involved but did not have much success recognising that many



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are 'busy people'. This continues to be a target area for the coming year. However this is not preventing the development and staff are planning to extend extra curricular provision to cover golf, tennis and outdoor pursuits in the coming year.

What key mechanisms are in place to ensure the sustainability and development of these improved standards?

Staff have plans to increase the school club links that they have already developed through the schools sports development co-ordinator post. The department have assigned this responsibility to a member of staff to ensure this development is sustained.



Rossmore Community College, Poole

Rossmore is smaller than an average-sized secondary modern school educating 860 boys and girls aged 12 to 18 years. It has been a specialist sports college since September 2003. There are slightly more boys than girls at the school and the school roll has grown steadily over the last five years. The school is situated on the edge of Poole, Dorset and most pupils live close to it. The attainment of pupils when they enter the school is consistently very low. There are pockets of significant social and economic deprivation in this semi-rural area and many pupils come from comparatively disadvantaged backgrounds. The proportion of pupils eligible for free school meals is above average. Almost all pupils are of white British backgrounds and the percentage of those who speak English as an additional language is low at 2 per cent. The number of pupils with special educational needs, including those with statements, is well above average. Special needs include dyslexia, moderate learning difficulties and social, emotional and behavioural difficulties. The school attained Charter Mark status in 2002, a Schools Achievement Award in 2002, Investors in People in 2003 and Sportsmark in 2002.

What was the rationale for your development?

Participation at Rossmore Community College is generally good. However the department were concerned about a small number of girls and the fact they rarely, if ever, took part in physical education lessons. These girls had problems with self-esteem and confidence. They were difficult to control around the school and were underachieving in most subject areas. The majority of them had, as a point of interest, come from the same middle school and had not had a particularly good experience of physical education at any point in their school lives.

What were the Key Aims and Objectives?

It was hoped that through the Activ8 Programme twenty disaffected girls would have the opportunity to:

- Work as a team
- Build confidence
- Participate in a range of events
- Learn from their experience
- Better their self esteem
- Enjoy physical activity
- Improve their self image through sport



What were the key targets/actions you set?

With the help of year 13 students, the school asked the targeted girls to complete a questionnaire. It asked about what activities they would like to try and why they didn't participate with their peers etc.. After analysing the data, staff put together a week long programme of activities aimed at improving the girl's confidence through new and enjoyable activities.

The school gained funding from Poole Primary Care Trust, and teamed up with another local secondary school who were experiencing similar problems. Both head teachers were very supportive and allowed ten girls from each school a week off of their normal timetable to participate in the Activ8 programme.

A team of eight instructors led ten activities in total. The sessions combined some theory based work which involved some people coming in to do talks on self-esteem and confidence, with physical activities such as yoga, kickboxing, dance, beach volleyball, pilates, aerobics, gymnastics, aqua aerobics and taekwondo. The programme included sessions on beauty and nutrition aimed at getting the girl's to think about PE as being part of the bigger picture in terms of looking and feeling good. Outside agencies such as Fitness First in Bournemouth ran a number of the sessions as staff felt that the chance to be taught by someone different rather than their normal PE teachers would help.

On their return to school a number of the girls reported that they still felt intimidated by the 'popular' crowd and said they would prefer to take part as a group. Because of this the school established an extra group as part of their out of school hours learning programme.

It is open to students through invitation that allows these young girls the opportunity to participate in sport and physical activity in a safe and comfortable environment.

What has been the impact and achievements to date?

Without exception the girls reported that the week had been enjoyable and that they felt more able to join in with sports activities.

The out of school hours invitation only group is proving to be a huge success in terms of numbers and enthusiasm. Several of the group have managed to successfully integrate back into their PE groups. Those who really feel unable to do so have either opted for a different role, coach or umpire for example, or have embarked on a personal fitness programme under the guidance of a member of the sixth form.



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What do you feel is still to be achieved?

The school plan to continue with the discreet out of school hours learning programme for a targeted group of girls and to extend the programme in the summer terms and with other schools over the coming year.

How have you promoted and disseminated this example of good practice with others?

The school made a DVD of the week which shows the girl's taking part in all the activities, together with a selection of quotes from before and after the programme.

The 2004 Ofsted report commented that the PE department used very good procedures to share good practice.