

## School Games Mark: Case Studies

The Mark has undoubtedly proved to be one of the most popular forms of recognition for schools, as they strive to ensure that they are delivering as high a quality standard of school sport as possible. The number of applications for the Mark Award we receive each year has continued to rise since its inception in 2012, culminating in more than 8,000 applications in 2015.

We recently spoke to a selection of schools about their experiences with the award scheme, including how they met specific criteria, as they and many more prepare their applications for the culmination of the 2015/16 academic year.

These can be seen below:

**1) Long Marton Primary School** (*Contacts: John Davis – teacher; Rachel Smith – head; Claire Smithson – SGO*)

Mark: Achieved silver in 2013/14 and gold in 2014/15, looking to maintain that this year.

Aim: To maintain the increased levels of achievement and participation in PE by further expanding the range of activities offered; to develop forward planning and better utilise sport leaders.

Major Actions: Range of sports provided through extra-curricular timetable. School Games used to drive further uptake from students in leading, managing and officiating, as well as competing – with School Sports Organising Crew reporting back to the school governors.

Feedback: “The primary school sport funding is exceptionally well used to give pupils as many different sporting opportunities as possible. This helps them to have quality coaching and enjoy participating successfully in many sporting events and tournaments. Sport and exercise are exceptionally well promoted and nearly all pupils are keen to participate.” – Ofsted.

Top Tip: Support from the Headteacher, releasing staff and encouraging a sports-positive mindset.

[Read the full case study document](#)

**2) Russet House School** (*Contacts: Mark Shuttlewood – PE Coordinator; Paula Felgate – SGO*)

Mark: Has achieved gold for the last three years and is aiming to make in four in 2015/16.

Aim: To introduce sufficient opportunities for inclusion amongst all students in sport and sports competition activity; to engage students with autism in a wide range of activities and have a positive impact on their overall happiness. Maintain reputation as an excellent special school.

Major Actions: Provide opportunities for students to participate in both Level 1 and Level 2 competitions, introducing a level of competition. Competitions were included in the school timetable and it was ensured that the necessary levels of support and communication were in place. Further opportunities were offered in lunchtime sessions and with the ‘inclusive bike competition’.

Feedback: “Russet House have done brilliantly to achieve the Gold School Games Mark Award for three consecutive years and are more than likely to make it four in 2016.” – The School Games team.

Top Tip: Staff participation levels and enthusiasm must be high.

[Read the full case study document](#)

### **3) The Radcliffe School** (*Contacts: Tim Hudson – senior leader; Amber Ollier – SGO*)

Mark: Achieved bronze in 2013/14, moved up to silver last year, and is now going for gold.

Aim: To progress through the levels of the School Games Mark Award. Through this, the school aimed to better meet their key objectives around whole school priorities and the benefits of sport to spiritual, moral, social and cultural developments of their pupils.

Major Actions: Radcliffe fully incorporated the School Games programme into its sporting calendar, helping provide opportunities for all pupils. Much effort was put into promotion around the programme, both within school and externally, allowing relationships with external sport clubs – including coaches and community links – to be enhanced.

Feedback: “Radcliffe are the perfect representation of what the Mark Award is all about – moving up through the various levels, from bronze to silver and soon hopefully to gold.” – The School Games team.

Top Tip: Track what the students do! Monitor and record pupil participation and achievements. This alleviates the stress of trying to calculate figures when completing the Mark application form.

[Read the full case study document](#)

### **4) Tidemill Academy** (*Contacts: Leanne Perridge; Rachael Smith; Adele Modeste – SGO*)

Mark: Achieved bronze in 2014 and moved up to gold a year later, now aiming for two in a row.

Aim: To increase the levels of promotion around health and wellbeing and reduce the impact of issues such as obesity. To utilise the sports premium funding on staff CPD and external coaching companies to enhance the number of sports on offer to students.

Major Actions: Tidemill used the School Games Mark criteria to identify in which areas they most needed to improve their delivery of the PE curriculum. Half termly competitions were introduced to ensure that all students enjoyed a minimum amount of sporting activity, whilst certificates were also given out to those displaying the best School Games values.

Feedback: "I love how every term I can try new sports and learn new skills because we get so many opportunities in school time and in after school clubs. When I started in year 4 the extra sporting opportunities were mainly for older students but now there are things for every year to participate in." – Student.

Top Tip: A whole school approach to sport. Ensuring all staff members are aware and on board with the approach to school sport and PE ensures sport is highly valued across the school.

[Read the full case study document](#)

### **5) Windy Nook Primary School** (*Contacts: Clare Prynn – PE subject lead; Alex Perkins – SGO*)

Mark: Achieved a silver award in 2015, upon their first application, now aiming to go one better.

Aim: Windy Nook wanted to achieve a national award to gain more recognition for their work in school sport, after successfully building a programme around the legacy of London 2012. The school focused on extra-curricular provision, training for staff and the Level 1 School Games Day.

Major Actions: Sport ambassadors ran an assembly for KS2 students, whilst a consultation was held with students to discuss possible timetable changes. As a result, judo, fencing and 'Hoopstarz' were introduced as new sport clubs. The school timetable was brought in line with the local School Games calendar and coaches were employed to work alongside teachers.

Feedback: "PE at Windy Nook is fantastic. In our PE lessons we always do fitness and we learn to be part of a team. I enjoy going out to festivals and competing against other schools." – Student.

Top Tip: Buy-in and support from the school head teacher and Senior Leadership team.

[Read the full case study document](#)