

Whitefriars Infant School Case Study

Key Information	
Name of School/Club/Organisation	Whitefriars Infants School
Deliverer(s) Name(s)	Liam Nicell (Northamptonshire Sport, Senior Sports Coach)
Target Group (e.g. age, year)	Foundation Stage and Key Stage 1
Group Description (e.g. ability level, number)	6 classes for foundation, yr 1 and yr 2, 4-7yr olds. 30 children in each class. Main stream school.

1. Brief Description and Background to Project

Whitefriars Infants School is in the town of Rushden in Northamptonshire. The school approached an outside agency (Northamptonshire Sport) to cover their teachers PPA time. The teachers deliver the National Curriculum PE areas but wanted something that would enrich this and enable children of all ability levels to progress. Each class would receive 1 hour of Multi-Skills per week and Northamptonshire Sport were chosen to deliver this largely due to the fact that



their coach was trained in using Create Development's 'FUNS for everyone' and 'Raising the Bar' programmes and all sessions were structured around these resources.



The quality of the sessions has been outstanding, with planning being clearly focused on the development of PE skills, using the structured FUNS materials.

Mrs Debbie Stewart, Headteacher
Whitefriars Infant School



2. Delivering the Project

Northamptonshire Sport have been working with the school for two whole years now delivering Multi-Skills sessions with supportive and progressive challenges from the 'FUNS for everyone' resource and whole-child development activities from 'Raising the Bar'. Teachers have also starting using the cards in their own lessons.

I attended the 'FUNS' and 'Raising the bar' course just before I started this job and without it I would not have been confident in delivering sessions to reception classes. Now however it has become one of my strongest areas of coaching due to the amount of ideas I get from 'FUNS' and 'Raising the Bar' and being able to differentiate to support and progress children.

Redefining what's possible...

Since I have been delivering Multi-Skills in the school I have noticed a massive difference in the children's enthusiasm and confidence in PE. Reception lessons are 45 minutes long and planned around the 'First FUNS' activities that have lots of lovely ideas to bring PE to life for this age group. The first few weeks in September I had 4-5 year olds not wanting to do PE with the scary balls and the big PE man(!) but as soon as I started to engage them through appropriate challenges and to get their imagination going using role-play ideas from 'First FUNS' they were soon all smiles.

By the second term I was able to see their enthusiasm for PE and their physical development spark to life. Year 1 and 2 sessions are planned using 'First FUNS', 'FUNS' and 'Raising the Bar' activities, with Year 2 having bits from 'ACCELERATING Abilities' linked into certain areas. Role-play is continued all the way up to Year 2.

We have started to introduce the sticker books to record skill development and have made 'Mr Social' Smileys to record whole-child development.



Prior to using Northamptonshire Sport, the Reception children had struggled with accessing PE coaching, until their second term. However, because of the excellent behaviour management techniques and carefully thought out contexts that appeal to the children, it has become the favourite session of many of them.

Mrs Debbie Stewart, Headteacher
Whitefriars Infant School



3. Project Impact

The Multi-Skills after-school club is fully booked with 20 children participating every week and children on the waiting list.

We recently arranged a football tournament for Rushden Infant schools in which Whitefriars won every game comfortably and their physical development, understanding and organisational skills stood out due to the benefits of 'FUNS' and 'Raising the Bar' teaching throughout the year.



We ran a Holiday camp which was also fully booked with children trying out a variety of sports such as Judo, Football, and Archery and exceeding all expectations in terms of capability.



On the transition from Year 2 to junior Year 3 the junior school commented on the children's skill levels and on having to start at a higher than usual level with some children – even at a Year 4 standard of what the school is used to!

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Teachers have said that they are having to move away from their old PE resources, as when they come to deliver a lesson the children's skill levels are far too advanced due to the 'FUNS' and 'Raising the Bar' activities they do with the coaching agency.

We have also recorded video which shows 5 year olds understanding their own physical literacy and knowing every 'FUNS' card challenge. They are also shown understanding Multi-Abilities, helping others using social skills and recording their progress themselves. Also there is footage of children giving examples of personal skills, perseverance and social skills, including going to help and support others.



The FUNS awards have ensured the children are challenged and motivated to keep trying to acquire new skills.

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3.1. Q&A with Ms Williams (Deputy Head Teacher) & Mr Sargent (PE coordinator)

Q1. Since Multi-Skills were introduced 2 years ago has it had any impact on your perception of PE?

Ms Williams: I believe having specialists deliver part of our PE curriculum has raised the profile and importance of PE, the children enjoy the variety of sometimes having a different teacher for PE which I think enhances their experience.

Mr Sargent: In the 2 years our school has had sports coaches, I have been impressed with the quality of learning and teaching. My perception of PE has not changed but I have tried to incorporate new ideas that have been shared by Mr Nicell into my sessions.

Q2. Has it had an impact on the children's approach to PE e.g. self-perception & motivation?

MW: I have noticed that the children have a very positive attitude to PE and it has helped them understand that there is a progression of skills in PE, just as there is in their Literacy and Mathematics.

MS: The children seem to have more understanding of the specific skills needed in PE activities. This in turn has helped them motivate themselves and each other during sessions.

Q3. Have you noticed any differences in the children's Physical Literacy (Balance, coordination, Agility)?

MW: I think the most noticeable impact is in the way the children are able to talk about skills in PE often using quite specialised language.

MS: The children have improved in most areas. Their use of the correct terminology has helped their learning. They seem to be working at high levels with improved agility and coordination.

Q4. Did it benefit the Year 1's starting Multi-Skills activities early in Reception Year?

MW: I am sure that the Year 1 children now reach a higher level of physical skill by the end of Year 1, but also have the language to talk about the development of their own skills and those of their class mates.

MS: The Reception children benefitted from having early experience in Multi-Skills. They work with clearer understanding and higher expectations of themselves in Year 1 because of this.

Q5. Has it had an impact on broader skills, for example personal and social skills?



MW: Skills such as 'having a go' and perseverance are very much part of our school ethos and those skills are supported by the Multi-Skills approach. It is also noticeable that the children have a very positive and enthusiastic approach to their PE lessons.

MS: I feel that (academically) lower ability children definitely show improved 'life skills' which include organisation, patience and greater determination. This could possibly be because they are succeeding in new areas (PE) opposed to areas that they are not yet ready to tackle (reading, writing). The improved confidence and feeling of success improves their self-esteem and well-being.

Additional comments?

MW: The 'after-school' and holiday sports clubs have been very valuable in enriching our out of school provision and also in providing opportunities for some children who may not otherwise be given those experiences.

MS: One of the main reasons for success in our school is the attitude and manner of the coach (Liam Nicell). He has a fantastic and supportive working relationship with the children and staff. He really understands children's needs and areas to develop at this young age (infants). All staff at our school are very complimentary to Liam and his efforts.

3.2. Q&A with Ruby Cadwould (Year 1) & Alex Sands (Year 2)

Q1. Where were you before you started/what did you used to be able to do?

Ruby Cadwould: I didn't do PE before.

Alex Sands: I could run around and kick a ball. In reception I did seated balance with hands on the floor and now I use no hands and stretch my legs out

Q2. Where are you now/what can you do now?

RC: I can bounce and catch a ball. I am good at running about and getting away from people. I'm good at balancing now.

AS: I am now good at agility and doing lots of skills with a ball.

Q3. Where are you going/what is your next challenge?

RC: To improve my counter-balance and to be able to help others by holding their hand.

AS: I have to get better at helping others in my team and not do it all by myself, so I can pass it more.

Q4. What do you need to do to get there/what do you need to practise (work on/get better at)?

RC: I need to get stronger in my tummy and arms.

AS: I need to keep practising my skills

Q5. Self perception in terms of PE e.g. How important it is to you? How much they enjoy it? How good do you think you are at PE? How have you improved? How has it impacted on your motivation to be more active, to improve?

RC: PE is very important.

AS: I am getting better and better and keeping fit so when I go into juniors after the holiday I will be ready for all the sports like football, volleyball and athletics

4. Project Future

We are now looking at implementing the programmes across the school, including training teachers so that we 'Raise the Bar' and progress the children even further.

We are working on using the '*ACCELERATING Abilities*' online assessment tool so we can have a more effective way of recording and proving the impact the resources and delivery have on the school.

