

**SCHOOL GAMES Mark 2023/24**

**SUMMARY VALIDATION REPORT FOR**

**Sinfold CofE Primary School**

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Prepared by the

Sport Industry Research Centre, Sheffield Hallam University

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15th July 2024

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***Mark Validation: Summary of visit***

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| School Name: | Sinfold CofE Primary School | Type of School: | Primary school with a KS2 of 51 to 129 students |
| Award: | Gold | Date of visit: | 15th July, 2024 |

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| ***Introduction:***The Sport Industry Research Centre at Sheffield Hallam University has been contracted by Youth Sport Trust to conduct an independent validation on 250 schools covering 225 SGO areas for the 2023/24 academic year. As part of our validation visits and calls, we have been asked to make recommendations regarding improving the Mark criteria for future years and therefore the criteria for this year is again subject to changes based on the feedback we receive, and the validations completed. Sinfold CofE Primary School provided evidence of meeting or exceeding the required criteria in order to achieve the Gold School Games Mark. The key School Games Mark criteria relating to the Gold award are highlighted below and a green /red score has been made in relation to the evidence seen or discussed with the validation team. |

***Scoring Key***

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| Green | Red |
| Yes - Clear evidence provided | No - Little, no or incorrect evidence |

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| **Prerequisites** |
| Worked with your SGO on at least one of the School Games outcomes this academic year | **All** |  |
| **60 Active Minutes** |
| 1. You are delivering 30 active minutes for 50% (30% for special schools and PRUs) of your school population and are tracking their 30-minute take-up (or not) beyond school. | **Gold** |  |
| 2. You are aware of your least active pupils and have planned provision to target and increase their regular daily physical activity levels. | **Gold** |  |
| **Inclusion** |
| 3. Your extra-curriculum offer provides equal opportunities for young people regardless of gender. | **Gold** |  |
| 4. You have put in place a CPD plan which aligns to your staff needs in terms of their confidence and competence to include all young people in your offer. | **Gold** |  |
| **Physical Literacy and Positive Experiences** |
| 5. We adopt a physical literacy informed approach to our offer e.g. understanding the thoughts, feelings, and experiences of our young people. | **Gold** |  |
| 6. We consistently create participation experiences that focus on how pupils move, connect, think, and feel, helping them understand and develop their own relationship with movement and physical activity to find value, enjoyment and meaning. | **Gold** |  |
| **Culture** |
| 7. We share with all parents our competition intent and ask the same of other external providers engaging and delivering within with your school. | **Gold** |  |
| **Youth engagement** |
| 8. We have a formal structure to engage our young people through Sports Leaders, School Games Crews or Committees and use them to support our offer. | **Gold** |  |
| **Scale and reach** |
| We have participated in sports at an inter-school level as provided by our SGO. | **Gold** |  |
| **Curriculum** |
| 10. Our physical education curriculum offer provides equal opportunities for young people regardless of gender. | **Gold** |  |
| 11. We have identified those young people that would benefit most from some transition support, and do we have an offer that focuses specifically on those young people as developed with our SGO. | **Gold** |  |

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| ***Comments***Sinfold CofE Primary School was awarded the Gold School Games Mark award following the validation visit/call. The school demonstrated a commitment to providing a holistic PE and school sport offer. Areas of the application highlighted where the school was offering a strong sports programme, including cricket, curling, rugby union, dance and fitness.1. Slinfold CofE Primary School has worked closely with the SGO all year, to develop a holistic offer, which engages with all students. Pupils are tracked in terms of their 30 active minutes through active play, brain breaks, and sensory circuits to prepare for learning every day, targeted at SEND and less active children (identified through pupil voice and PSHE lessons).
2. Intra-school activity is linked to school’s house points system, and the intent varies from sport to sport and event to event. The PE lead collects data through a staff confidence and competence questionnaire, and identifies where staff would like to engage in development, which is supported and delivered by the SGO.
3. The school takes a holistic approach to physical literacy, which has developed particularly since the COVID-19 pandemic. Physical and mental health awareness are used to support a physical literacy informed approach to PE, supported by the work of a part-time emotional literacy support worker who assists SEND students, and others who require additional support.
4. Activities and events are communicated through a fortnightly school newsletter, as well as being placed on the school website and social media channels. The school has more than 20 sports leaders across years 5 and 6 as well as house captains, who are responsible for collecting pupil voice information after intra- and inter-school events.
5. Sinfold CofE Primary School has delivered a wide range of activities at intra- and inter-school level, attending over 30 events, including tag rugby, netball and stoolball. In conjunction with the SGO, the PE lead has identified children who will require additional support in transition, but the SGO (who works at the local hub secondary school) has recognised a need for further engagement with these students. Nevertheless, regular engagement with SGO-provided events and festivals helps to develop students’ familiarity with the secondary setting.

Well done on your award, and good luck planning and delivering 2024-25. |

