



High quality competition increasing engagement and sustaining participation

Engaging Secondary Schools in the School Games, linking with GCSE targets - **Mike Smethurst**

WHICH AREA OF THE SGO TASK LIST DOES THIS IMPACT?

1	Increasing engagement in School Games
2	Developing competitive opportunities
3	Increasing and sustaining participation
4	Workforce – Broadening the range of participation opportunities

ABOUT MIKE

North Sefton SGO Mike Smethurst works three days per week as an SGO and has a one day per week role with his host school. Mike covers 37 schools in his SGO area within Merseyside. Deprivation levels across the county are low.

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WHY

- Primary school engagement with the School Games was very high. Secondary school engagement was very low.
- The secondary schools were very selective about what they entered and had very traditional school sport values and this reflected in the events they then entered.
- The secondary schools were therefore only catering for their most sporty pupils, as they did not enter events that they thought were a lower level of competition.



ACTION

- The SGO developed a 'pupil voice' and handball was identified as a sport that the pupils wanted to get involved in.
- GCSE PE became an area of concern for secondary PE staff with the new criteria. 60% of the exam is now focussed on theory and 40% on practical. The list of sports that were eligible for practical assessment also changed, reducing the options available for pupils.
- The Heads of PE agreed that handball could be a new sport for practical GCSE but did not have any experience across the area with this sport.
- The SGO decided to ask for help from the local National Governing Body officer for handball.
- The SGO organised a staff CPD course in handball, aimed at primary school staff in the morning and then secondary school staff in the afternoon with a slant on the GCSE specifications for handball. 100% of schools were in attendance of the training.
- The SGO then organised four handball competitions:
 - » KS4 girls
 - » KS4 boys
 - » KS3 boys
 - » KS2 mixed
- The SGO worked alongside the NGB to organise a GCSE moderation day for all secondary schools involved in handball.

SCHOOL GAMES



IMPACT

- 100% engagement from schools in the competitions and moderation day.
- Over 80 pupils used handball for the practical for GCSE and in the past this was zero.
- All secondary schools have handball in their PE curriculum.
- Three secondary schools have delivered leadership training in handball.
- Handball extra-curricular club at every secondary school.
- One school has started hosting a satellite handball club.
- Schools have reported that pupils are now attending the local handball club.
- Secondary PE staff have now developed a relationship with the SGO.
- Staff are now engaging in conversations with the SGO on other School Games initiatives and are now entering other School Games competitions.
- The whole project has joined together the SGO area into one partnership. The secondary schools, through their newly developed relationship, come to the SGO for further requests of support.



NEXT

- The SGO would like to develop a handball league in next academic year's competition calendar.
- The SGO wants to link the league to the local handball club to ensure there is a player pathway.
- Encourage schools to increase their extra-curricular handball clubs to having one for girls and one for boys.
- Now secondary schools are more engaged with the School Games and the SGO. The SGO would like to see all secondary schools enter a minimum number of inter-school competitions and apply for School Games Mark. (Four out of six secondary schools applied this year.)



TIPS

- Work with your secondary schools and work together on common goals.
- Develop relationships. This is essential for all elements of the SGO role.
- To engage secondary schools, try to tie any of your offers to GCSE PE initially.
- Work with other key partners such as the handball NGB so that it takes up a minimum amount of your time.

