

**PARTNERSHIP DEVELOPMENT PLANNING PROCESS: annual review template**

<b>School sport partnership annual review</b>		<b>Date submitted: August 2007</b>	
<b>PDM:</b>	Chris Gibson	<b>Partnership URN: (unique reference number)</b>	99020143
<b>Host school:</b>	Kingsbury High School		

**Context of our partnership:**

*Main Characteristics*

*The partnership has completed five years of development and has expanded to include another newly created family of schools, plus some additional primary and special school's which are joining existing family clusters. As a result of the Partnership we now have a school improvement advisor with PE as a specialism and a strong SDO team working to address the underinvestment issues created over the past decade. Two of the special schools in the Partnership where applying for specialist status, one as a Sports College the other as a specialist in working with pupils with special needs through the medium of physical activity. No further progress has been made. All of the secondary schools are 11 – 18 comprehensive schools, all bar one has a specialism, and there are no Sports Colleges in the partnership. The Borough of Brent is a multicultural borough with a high percentage of pupils from ethnic minority groups. Facilities within North Brent are fairly poor. There is one leisure centre but its position creates difficulties for large numbers of pupils within the Partnership. The Facility has appointed a community links officer which has enabled partnership work to progress. There are a large number of parks and green spaces within the area and there is certainly scope for development. School facilities are improving although there is a long way to go and much investment needed. One of the main barriers to lifelong participation is the paucity of clubs. There are still very few local community pathways for young people to participate as performers or leaders. This is a priority for the Sports Development team. The Partnership has benefited from attracting enthusiastic and willing members of staff with a vision for the potential of the subject. Turnover of staff is high this year. We have been lucky to have a consistent number of PLT's but there is again further changes within the SS Co staff. The preferred model of staffing has had to be modified to suit available applicants.*

**WHAT DIFFERENCE HAVE WE MADE FOR YOUNG PEOPLE?**

<b>Please log your actual average participation levels, in relation to your targets</b>	<b>2005</b>	<b>2006 PSA target = 75%</b>	<b>2007</b>	<b>2008 PSA target = 85%</b>	<b>2009</b>	<b>2010 National ambition = all pupils</b>
<i>Ref: PESSCL survey Q1 &amp; 2</i> 1) What is the total curriculum time in minutes that all pupils in each year group spend taking part in PE in a typical week	107	104	109	120		
2) What is the total number of pupils in each year group who participate in at least 2 hours of high quality PE and out of hours school sport in a typical week	71	75	80	85		

## 1) INCREASED PARTICIPATION IN HIGH QUALITY PHYSICAL EDUCATION

COLUMN F	COLUMN G	COLUMN H	COLUMN I
Where have we got to so far?	How do we know?	Are we where we expected to be?	Where are we going to go next?
<p><b><i>1a) All partnership schools to work towards ensuring that their curricular provision is of high quality.</i></b></p> <p>* Roe green primary school have achieved an outstanding in a PE specific ofsted inspection. They have shared best practice with all primary schools within the partnership.</p> <p>*Roe green and Kingsbury High school have been working with Ofsted and QCA on curriculum provision and assessment key stag 1 &amp;2.</p> <p>* St Gregory's Family have been working with the LEA on a Dance residency to look at improving the quality of Boys Dance.</p> <p>*Over 110 primary staff have attended professional development for physical education and school sport.</p> <p>* Work has been undertaken by the PDM and LEA advisor to train the SSCo team.</p> <p>*SSCO staff trained to deliver CPD courses.</p> <p>* working closely with LEA advisor after his visits to schools – identified aims of LEA work has informed SSCo and PLT work to review curriculum provision.</p> <p>*Inset undertaken with all SSCO's regarding High Quality and the 10</p>	<p>Development plans produced by SSCo and PDM.</p> <p>SSCO work logs indicate progress of work done in schools.</p> <p>PLT Working days – reports back upon progress of plans.</p> <p>SSCo meetings have discussed progress and difficulties.</p> <p>LEA staff attendance records. Whole school inset day.</p> <p>LEA training day with SSCo Team.</p> <p>LEA follow up work with school has indicated the impact of the joint approach with the SSCo.</p> <p>Records of school inset and training day's.</p>	<p>All SSCo and PLT's are aware of process.</p> <p>Little formal work has been undertaken with regards to Secondary Schools.</p> <p>Review is being undertaken by individual schools as part of their normal SEF process.</p>	<p>Review progress and procedures in light of experiences and official PESSCL report.</p> <p>This needs to be an area of focus this year , with lots of schools achieving 2 hrs –we need to look again at the high quality .</p> <p>-Prioritise schools for development.</p> <p>-Secondary school phase started</p> <p>-LEA training of SSCo for the National CPD programme.</p> <p>-SSCo to plan to review curriculum on school inset days.</p> <p>-Secondary HOD'S and PDM ,LEA to focus work on this area.</p>

<p>outcomes.</p> <ul style="list-style-type: none"> <li>*Common family development plan for all primary schools devised and shared at PLT working day.</li> <li>*Development plan outlined work programme to assist PLT in identifying school priorities with regard to HQ.</li> <li>*SSCo to assist with observation of teaching and learning.</li> <li>*A variety of strategies for change outlined.</li> <li>*Suggestions for dissemination of priorities <ul style="list-style-type: none"> <li>*To colleagues and pupils</li> </ul> </li> </ul> <p>Strategies for monitoring of impact offered, Evaluating and Reporting strategies to be take from HQ document.</p> <p>60% of Partnership primary Schools have received development planning materials.</p> <p>15 schools have begun work on this programme in partnership with their SSCO others have undertaken review of a less defined nature.</p>			
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<p><b>1b) All Partnership Schools to give a PE experience which involves high quality teaching and learning.</b>  Primary staff and students have been surveyed to help identify work in this area.</p>	<p>Work logs sSCO  Survey results  HODS meeting  Plt group</p>	<p>Yes, in line with planning.</p>	<p>Prioritise work after future work has been achieved on 1A.  Share findings and identify  Identify steering group to look at this area</p>
<p><b>1c) Identified schools to work towards an increase in PE in curriculum time at Key Stage 1 and 4</b>  Discussions have taken place with PLT and Head teachers regarding the shortfall. Some progress has been made with an increase in a number of schools increasing curriculum time this academic year.  Two secondary schools have increase curriculum time in year 10 for this academic year –Kingsbury and Wembly  Identified primary schools have used the introduction of buzz time ,wake up and shake up to address the down fall in the curriculum time .  More work to follow in partnership with the LEA to try and convince Head teachers of the need and benefits of increasing curriculum time.  Support of Head Children and Families  LEA advisor has been sought and given.</p>	<p>Records of meetings  New school timetables.  From the interim PESSCL report there has been an increase from 104 to 109 curriculum minutes.  Ks 1 figures across the partnership have increased</p>	<p>Yes – this is an ongoing process and has many difficulties – key Stage 1 targets should be easier to achieve.  Key stage 4 target much more difficult, pressures of GCSE.</p>	<p>Meetings with LEA advisor  Meetings with individual Head teachers and PLT’s  SSCO staff briefing to all staff.  SSCO identified target schools plan targeted work and support within the school.  Share best practice at PLT training day allowing schools to plan intervention against there barriers.</p>

<p>PESSCL targets have been promoted by these agencies in Head Teacher conferences and meetings. Greater advocacy work needs to be done with the Faith schools as they have further religious constraints with the time table.</p> <p><b>1d) All Schools to examine their curriculum to ensure that it is geared towards the needs of their pupils.</b></p> <p>The partnership has provided the facility of Sports search for all secondary schools. This tool will help survey all pupils within the individual schools and also collate the information within the partnership. This information will help staff identify the needs of their pupils. All secondary staff have been presented with the information about the new key stag 3 and 4 curriculum. The Hub school has reviewed its curriculum following the 05-06 pupil survey and the new curriculum changes. They have changed the key stage 4 curriculum for the 07-08 academic year. The curriculum changes to be shared with all other Partnership schools.</p>	<p>Surveys completed by all pupils in Hub School Sports search training and resources purchased. Hub school training days on curriculum review. Curriculum changes implemented at Hub School. Top link training by YST on key stage 3 &amp; 4 curriculum.</p>	<p>Yes – in line with planning.</p>	<p>Review of questionnaire technique and tool. Results discussed. Examination of PESSCL best practice site for ideas. Hub school review to partnership on changes implemented. Review of sports search findings. Review of sports search as a tool. Sports college review on curriculum review. PDM to Net work with other PDM to share best practice.</p>
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## 2) INCREASED PARTICIPATION IN HIGH QUALITY OUT OF SCHOOL HOURS LEARNING

COLUMN F	COLUMN G	COLUMN H	COLUMN I
Where have we got to so far?	How do we know?	Are we where we expected to be?	Where are we going to go next?
<p><b>2a) All schools offering a range of OSHL opportunities to suit the needs of its pupils across the age range</b></p> <p>The range of competitive opportunities has increased for all age groups within the Partnership and this situation has created a wider range of OSHL activities in some schools. There is clearly a greater range of pupils taking part in partnership</p> <p>SSCo, and PLT's have review the OSHL opportunities for the partnership schools. The Sports search resource has been purchased by the partnership to help identify the needs of its pupils.</p> <p>PDM, SSCO and HOD have review the secondary provision.</p>	<p>*Record of competitive opportunities kept.</p> <p>*Anecdotal evidence and discussions with SSCO and PLT.</p> <p>*HOD's alerted to the notion of OSHL activities addressing extending, enabling and enriching the experiences of young people.</p> <p>Primary staff have identified that at ks1 46 % and ks2 62% of students now have access to weekly OSHL opportunities.</p>	<p>Yes- not a specific focus but indirect/accidental development has occurred due to other work on other strands.</p>	<p>SSCo, PLT Review of OSHL opportunities.</p> <p>PDM, SSCO and HOD Review secondary OSHL opportunities.</p> <p>Increase in the number of competitions within the partnership calendar.</p> <p>Inclusion sports –boccia added to the calendar.</p> <p>As a result SSCO to look at clubs within schools to pre seed the competitions.</p> <p>Sports search review of findings of all secondary schools.</p> <p>Big Lottery allocation of money to introduce Rowing, Fencing, Badminton, and volley ball into KS4.</p>

<p><b>2b) Partnership focussed activities need to be geared towards KS1 and KS4 to address the shortfall in participation rates.</b></p> <p>All top Link festivals were geared towards KS1</p> <p>More infant schools took part in the festival of dance events run by the Partnership. The Web site has been used to advertised opportunities and encourage participation especially within key stage 4. All partnership events have been advertised fully on the web site. Table tennis was a successful competitions introduced which focused on KS4 students.</p>	<p>All seven secondary schools applied to run Top Link Festivals.</p> <p>Records of training and meetings.</p>	<p>This is in line with the development plan but will be an ongoing focus area. More work in this area is needed.</p> <p>It was hoped that a full review of the provision would have taken place. More work needed here.</p>	<p>PDM and SS Co have produced a series of school based virtual competitions to run for Key stage 1,2 and 4.</p> <p>Schools will be working with a buddy school of close geographical proximity to help KS1 participation.</p> <p>Top Activity programme to be introduced within the partnership.</p> <p>Web site review to make sure students are using this to find out what is happening within the partnership.</p> <p>New competitions based around the sports played at the multi sports competition the partnership hosts in July. These to include rowing, badminton, table tennis and Fencing.</p>
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<p><b>2c) Using Panathlon as a framework for OHSL provision.</b></p> <p>The partnership has undertaken training for disability sports in the Panathlon framework, a number of CSLA students and staff attended training. Meetings have been held with regard to Panathlon events. The Partnership has purchased the Panathlon franchise. All Special schools within the partnership attend the west London Panathlon competition. The Hub School HSLA students ran a very successful Panathlon competition for all of Year 7 students.</p>	<p>Training dates Records and reports of the HSLA event.</p>	<p>Yes in line with development planning priorities.</p>	<p>HSLA students in Hub school to share the events. This to become a template for the partnership HSLA students to use and run similar competitions. The partnership to work with the Sports development inclusion officer in planning a partnership Panathlon event prior to the west London competition.</p>
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<p><b>2d) Using the Kielder Challenge as a framework for team building OHSL activities.</b></p> <p>Pupils from the hub school and Partnership Special schools attended a Kielder challenge event again this year. The hub school and special school met at the beginning of the year to set in place a larger competition to precede the event. Allowing a greater number of students to participate.</p> <p>Movement in staff did not enable this event to take place.</p> <p>A year 7 day organised by the Kielder/HSBC team did occur after the main event. This looked at team building as a competition. Due to there organisation we were unable to link this event with the special schools.</p>	<p>SSCO, PLT, Attended Kielder event.</p> <p>Work Logs</p> <p>8 Students From KHS and 8 from Grove Park competed within last year's event.</p> <p>Full School reports on the competition.</p> <p>Morning event, with the Kielder team. Event occurred on the Hub site with year 7 students.</p>	<p>We had hoped to organise a wider competition with all are special schools this year. This event was planned in early September but staff movement meant that this did not occur.</p> <p>We will now focus on setting up a wider competition for are partnership using the Kielder framework.</p>	<p>Pilot event organised proceeding this years Kielder Challenge to engage a greater number of students from Kingsbury and Grove Park. Opportunity offered to Hay Lane and Woodfield. Evaluation and monitoring procedures put in place.</p> <p>Working group set up too clarify direction of this strand. To possible look at the inclusion of Key stage 3 students from main stream schools with behavioural problems.</p> <p>Linking this with Sports development Inclusion officer and HSLA programme.</p>
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### 3) INCREASED PARTICIPATION IN HIGH QUALITY INFORMAL ACTIVITY

COLUMN F	COLUMN G	COLUMN H	COLUMN I
Where have we got to so far?	How do we know?	Are we where we expected to be?	Where are we going to go next?
<p><b><i>3a) Opportunities for all pupils to be active before school and during breaks in the school day.</i></b></p> <p>Wembley Breakfast clubs run over 5 days with 60 pupils per day in attendance.</p> <p>Kingsbury High School running an effective P.B challenge Park programme during lunchtime and breaks.</p> <p>A partnership review of playground initiatives Huff and Puff, Zone Park, P.B Challenge, has taken place and indicated that this has been a successful area of partnership work.</p> <p>All Expansion primary school have received Huff and Puff training and equipment. .Individual schools have received on site help with young leaders training.</p> <p>Due to school design J.F.S secondary school has been un able to progress their play ground scheme this year . The school are keen for this to take place next year.</p>	<p>Registers</p> <p>Monitoring work on impact done by YST.</p> <p>NOF records of participation and impact</p> <p>Primary survey indicated that at KS1 71 % said they offered informal play: KS2 60 %</p>	<p>Yes- in line with Development plan.</p> <p>Lots of schools now see this as a very important part of the school day.</p>	<p>A review of playground initiatives in all partnership school, Huff and Puff, Zone Park, P.B Challenge.</p> <p>J.F.S secondary school to initiate and input a playground scheme.</p> <p>Resources designed for all schools to highlight the benefits of being active during the day.</p> <p>A monitoring and evaluation questionnaire designed for use in year 2 and 3 to look at pupils understanding of this issue.</p> <p>Secondary playground development and leadership in playgrounds examined.</p>

<p><b>3b) Award scheme operating to encourage physical activity amongst pupils in every key stage.</b></p> <p><i>All Partnership schools have access the Participation awards for key stage one. The feed back has been very positive and schools have taken forward the idea to run during the year. All schools within the partnership are operating playground award schemes to recognise participation.</i></p>	<p><b>Records of staff training for the launch of participation award.</b></p> <p><b>Feedback from school staff.</b></p> <p><b>Ssco work logs</b></p> <p><b>Pesscl</b></p>	<p>Difficulties In this area of development out side of the participation awards.</p>	<p>Participation award to run in all schools. Staff training for all schools</p> <p>Review the idea of an Award scheme. Ideas circulated and shared for review.</p> <p>Expanded schools to introduce playground award scheme.</p> <p>Possible use of the Web site to operate a on line questionnaire Partnership award scheme to be looked at by SSCO team .To recognise staff and students.</p> <p>Partnership to work with the youth sports trust on a similar project as the participation scheme for key stage two.</p>
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#### 4) INCREASED PARTICIPATION IN HIGH QUALITY COMPETITION AND PERFORMANCE

COLUMN F	COLUMN G	COLUMN H	COLUMN I
Where have we got to so far?	How do we know?	Are we where we expected to be?	Where are we going to go next?
<p><b><i>4a) A varied and sustainable calendar of festivals, competitions, and opportunities across all key stages catering for all abilities.</i></b></p> <p>The Partnership has organised 110 festivals this year for pupils ranging from 5 years old to 18 years old. A wide variety of formats, activities, venues and clientele focus groups have been encouraged.</p> <p>We estimate an approx 7000 pupil have been engaged in festivals and competitions across the partnership.</p> <p>All partnership Schools have engaged in at least one festival/competition.</p> <p>Work on a virtual athletics competition has taken place with the Faith schools. This has alleviated some of the barriers around there participation</p> <p>The Appointment of a competition manager to start in September will be an important part of the progress in this area.</p> <p>There has been difficulty in working towards sustainability of primary borough competitions due to lack of primary support willing to run the events .</p>	<p>Accurate Partnership records are maintained via the website with regard to school entry.</p>	<p>Development in this area is in line with expectation</p>	<p>*Competitions with regard to format, venue and age range need to be brought in line with the competitions framework. Many are - there are some changes needed over the next few years.</p> <p>*working closely with the new competition manager.</p> <p>*Election of the primary forum to run borough competitions.</p> <p>*Encourage primary teachers to take ownership of their festival calendar.</p> <p>*Work more closely with adjacent partnerships.</p> <p>*Increase the range, number and scope with regard to participants still further.</p> <p>*Build on the idea of the virtual competition with all key stages.</p>

<p>Changes in administration support will be a major problem in running competitions.</p> <p><b>4b) This calendar to fit with the national picture for competitions (NCSS)</b></p> <p>New competitions are being developed in this format but a review of existing practice has not yet happened. The appointment of the three competition managers to work within the west London area will aid this area. They will look to liaise with all sports forums within each of the areas.</p>	<p>Work records</p>	<p>Yes, has not been a focus area.</p>	<p>The appointment in July of 3 competition managers to work within the West London area will shape this area of the development plan.</p> <p>Information of primary and secondary competitions and forums presented to competition manager.</p> <p>PDM to line manage and monitor work of CM</p> <p>CM-training in September, review of provision by Easter.</p>
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<p><b>4c) A clear and identified pathway towards varied levels of competition. This pathway to be made clear to all pupils, parents, teachers and others with responsibility for the Development of young people.</b></p> <p>The website gives a clear view of the calendar for primary pupils but does not really identify a pathway. Secondary pupils not yet catered for on website with regard to calendar.</p>	<p>Work records and Website design. Secondary school notice boards publicise all youth games trials, NGB trials</p>	<p>This has not been a focus of this years work .A Calendar has been created and published on the web site for secondary students..</p>	<p>*Secondary calendar to form part of website *Records, names etc to be included on website for selection and further competitive opportunities. E.g. LHYG * 4b and 4c to be developed together- This will be able to happen with the appointment of the CM.</p>
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**5) IMPROVED ATTITUDE, BEHAVIOUR AND ATTENDANCE IN PE AND WHOLE SCHOOL**

COLUMN F	COLUMN G	COLUMN H	COLUMN I
Where have we got to so far?	How do we know?	Are we where we expected to be?	Where are we going to go next?
<p><b><i>a) Create a positive and committed attitude towards exercise and health amongst pupils of all ages.</i></b></p> <p><i>No real work has been done within this area. The sports search resource has been purchased by the partnership. This may gather information from students about their commitment towards exercise and health.</i></p>	<p>Not in work plan</p>	<p>Yes - in line with plan Not a focus area for this year.</p>	<p>Gather ideas/strategies. Visit other partnerships, schools Visit PESS best practice site for ideas.</p>

<p><b><i>b) For PE and school sport to form an important role in the life of the school thereby occupying a central role for management teams.</i></b></p> <p>A review of what happens within partnership schools has taken place this year. The partnership has published a further Newsletter to promote the important role PE and school sport. The West London Alliance organised a PE conference. This was fully supported by the partnership schools at all level. Hub school has clear whole school procedure for recognising PE achievement.</p> <p>Sports personality each year group, certificates of achievement, sports assemblies, and sport colours..</p> <p>Some pilot work has been undertaken in the hub school to demonstrate that PE and School sport can be used to drive other educational initiatives – eg citizenship issues, work related learning and business education.</p> <p>Leadership programmes, Quinta team building events and Sport relief have all been used in this capacity.</p> <p>They have also run a successful Living for sports programme with year 8 boys. Linking with The inclusion officer in brent and organising a residential trip away.</p>	<p>Conversation and discussion with HOD from Hub site.</p> <p>Senior mangers from the hub school have commented and praised such initiatives.</p>	<p>We would have liked to have progressed this area further within are partnership.</p>	<p>Work by the PDM linking whole school issues to PE .</p> <p>Cross curricular projects planned with science and technology in the Hub school.</p> <p>Promotion of Leadership and Celebration events .The use of the Web site to promote the events .</p> <p>Flyers to students and on line competitions run on the Web site.</p> <p>List of possible strategies/plans made available to all schools.</p> <p>Use of questionnaires, P.T.A, Healthy schools advisors.</p> <p>Sharing of good practice from hub school.</p> <p>Role out of Girls active and Living for sport programmes to partnership schools.</p>
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6) INCREASED ATTAINMENT AND ACHIEVEMENT IN AND THROUGH PE, OSHL AND SPORT

COLUMN F	COLUMN G	COLUMN H	COLUMN I
Where have we got to so far?	How do we know?	Are we where we expected to be?	Where are we going to go next?
<p><b>a) Shared understanding of the four strands of the curriculum which underpins planning and effective delivery.</b>                      This area has not been a direct focus for us this year but some development work has been done as a result of work on High Quality, Assessment for Learning and SAQ development.</p> <p><b>b) Common schemes of work in primary and infant schools using resources such as TOPS and NGB supported resources.</b>                      A review with PLT's in the SSP took place in September. A working party to address this issue was organised but no further work has been undertaken.</p>	<p>Anecdotal evidence from discussion and observation of work being done on assessment.</p> <p>Training day minutes.</p>	<p>Not a focus area for this year.</p> <p>Not a focus for this year</p>	<p>This area will be developed along side work on assessment and high quality.</p> <p>Review of objectives with PLT's in the Kingsbury SSP at PLT Training day to establish if this is still a requirement. Action plan to follow this review.</p>

<p><b><i>D) An agreed procedure for tracking pupils across key stages and between institutions.</i></b></p> <p>Work from module 5 (old 6) of PLT training programme was followed up with modules from the CPD programme on Learning in and Through various activities. All work on this programme encouraged the use of core tasks and the Assessment for learning approach. Most primary schools in the Partnership have accessed training via the National CPD programme and for the most part this has involved whole school training. Resources have been purchased by the Partnership to support this process. All PLT's have discussed and worked on assessment for learning using core tasks as a tool for development. The PLT's are currently preparing policies for use in their schools with the help of SSCO and arranging insets to disseminate to their staff. All secondary HODS within the Partnership have met with the PDM and SSCO to outline use of core tasks and plotting of core tasks with regard to level and expectation. This should provide a clear basis for a common and clear assessment approach. Resources produced for pupil access to assessment jargon – circulated to schools</p>	<p>Records of PLT working days Inset records Discussion work with SSCO and PLT Minutes of meetings with HODS and PLT Format for pupil transfer information on web site Resources distributed</p>	<p>Progress is in line with development plan with regard –primary and secondary development planning Progress on actual implementation slower than expected. Difficulties with pupil transfer information from primaries - reluctance on the part of some primary teachers – hopefully format has been re vamped in line with their comments. Earlier notice needed next year.</p>	<p>Early meeting with HODS – check progress. SSCO to work with PLT on securing good practice within their schools – video/CD of core tasks.</p> <p>Early notice of transfer information and format – use of website. Resource pack made available</p> <p>Linking with wok of the west London PDM</p>
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<p>Action plan produced for development. Requirements for pupil transfer information discussed and disseminated to primary schools via PDM and working days with primary staff. Format for transfer developed.</p> <p><b><i>E) An agreed procedure for talent ID and development within the primary and secondary schools.</i></b></p> <p>Resources produced to help create a common procedure for talent ID. This work confirmed by work with London G and T and work from David Morley. Resource used to identify talented pupils for Multi skills/g and T development programme.</p> <p>3 tier programme of talent ID published and completed in line with National Gifted and Talented Multi Skills Academy Programme for year 6 &amp; 7.</p> <p>a) All schools to identify talented pupils – send to Partnership assessment sessions.</p> <p>b) Pupils selected for G and T development through multi skills sessions.</p> <p>Profiles/reports given to pupils to present to their schools.</p> <p>c) Letters sent to all Secondary schools HODS and Head Teachers informing them of the students involvement within</p>	<p>Work logs and meetings, National inset attended on G&amp;T.</p> <p>Programme in line with National programme. All partnership schools involved in Tier one Tier 2 over 120 pupils attended testing sessions. Multi skills academy ran for the second year hosted at J.F.S. Full expected attendance at each session. Talent ID resource produced and published on website. Register of G and T pupils Record of attendance, profiles</p>	<p>Yes, third year of Multi skills Academy programme.</p> <p>Work in line with development plan.</p>	<p>Review of evaluations from MSA. All information shared through web site. MSA work to be started earlier in the year.</p> <p>Further links developed with NGB.</p> <p>Training day run by LEA/PDM to help aid identification of G&amp;T students.</p> <p>Information placed on the web site.</p> <p>Focus on secondary work done in partnership schools- year 8 and above. Discover what is being done, is it effective, does it make best use of available resources and programmes.</p>
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<p>the programme d) 8 Pupils from year 6 identified for further development at Multi Skills talent camps – CCA.</p> <p><b>f) All schools to use a programme of SAQ activities to improve fundamental movement patterns amongst pupils and to provide a basis for the LTAD programme.</b></p> <p>Little work has occurred this year in this area. SAQ resources have been purchased for all schools from Partnership funds. SSCO's have provided INSET for schools, observation/assessment sheets, videos/pictures explaining SAQ in simple terms. Several primary schools are now running SAQ movement clubs for their students. Staff at Key stage 1 have indicated that 64% of pupils have developed fundamental skills needed for all areas of PE.</p>	<p>Training records Resources produced and on website SSCO work logs PLT working days. PLT questionnaire.</p>	<p>All Primary schools have received Inset on SAQ. The movement of staff within the partnership has meant that we now need to deliver further catch up SAQ sessions. Secondary INSET not yet offered. Further work is also needed with regards to monitoring the effective use of SAQ. We are also concerned with the dissemination of this information within each school.</p>	<p>Secondary inset given by SSCO team Monitoring of SAQ work written into schemes of work Monitoring of actual delivery in secondary and primary Evaluation of impact on movement patterns of pupils Two catch up training days for new staff to partnership.</p>
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7) INCREASED PARTICIPATION IN COMMUNITY BASED SPORT AND IMPROVED QUALITY OF COMMUNITY LIFE

COLUMN F	COLUMN G	COLUMN H	COLUMN I
Where have we got to so far?	How do we know?	Are we where we expected to be?	Where are we going to go next?
<p><b>a) Clear, commonly understood pathways for all levels of performers in a range of activities.</b></p> <p>The Web site has highlighted links to Brent Sports Development website and NGB individual sports player pathway. The partnership has purchased the sports search resource. Training for all school staff and ICT staff has occurred and the Hub school has looked at writing the use of the programme into the Key stage 4 curriculum. The use of this resource should allow students to link into community based sport .</p> <p><b>b) Shared and certain mechanism of introduction to opportunities.</b></p> <p>Notice boards and web site have promoted all opportunities through the NGB and the West London Pro Active. The borough has been challenged with a lack of suitable clubs for are young people. The partnership has organised two club link days but there has not been support from the young people to visit the venues.</p>	<p>SSCo work logs. Hods meetings Sports search resource Training from Sports search.</p> <p>PDM meetings Work Logs</p>	<p>Yes has not been a focus area.</p> <p>This area has not progressed as we had hoped this year .Further work is needed.</p>	<p>Review of use of sports search from secondary schools. Links with NGBs.</p> <p>Web site highlighting opportunities links to Brent Sports Development website and NGB individual sports player pathway.</p> <p>Road show idea of clubs/Borough opportunities established- Held along side Dance and Multi sports festival. Investigate potential mechanics for disseminating knowledge. Close work with sports development</p>

<p><b><i>c) A consistent menu of leadership opportunities and qualifications offered across the partnership as part of a coherent and planned development pathway.</i></b></p> <p>This in line with Step into Sport. A menu of leadership opportunities offered in two partnership schools but not as part of a coherent and planned pathway. KHS-JSLA 116 CSLA 30 .Coach education 25-cricket level 1,7 Tennis ,15 Badminton and 12 Netball Wembley –JSLA, JFO, CSLA and level one coaching offered. After school primary clubs run by leaders 190 participants, 25 leaders, 14 primary after school clubs, 45 JSLA students to help the secondary football festivals. A pilot of the HSLA was run by Hub school in another partnership-7 KHS pupils working in Sussex .Kingsbury has produced a draft leadership pathway to include officiating, leading and coaching, the structure to be shared across the partnership.</p>	<p>Records of Leadership involvement Leadership opportunities</p>	<p>No – we would like to be at the stage of having consistent and reliable leadership opportunities that are offered every year in a published programme. We still have a variable pattern of provision although it has increased over time in terms of the number of courses offered.</p>	<p>Wembley and KHS to work on HSL award Work on the structure to highlight and offer coaching opportunities to ks4. All primary schools offered the opportunity of the young leaders award. Partnership to input a volunteering award for years7-9 in all secondary schools. Close work with sports development and SIS to promote opportunities A partnership bursary scheme offered to secondary schools for young leaders/NGB courses. A Wembley student group have applied for youth opportunities funds to offer holiday leadership courses for partnership schools</p>
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<p><b>d) Create a community-based club for badminton at a secondary school. This to act as a potential blue print for other similar ventures at hub schools.</b></p> <p><i>Advert drawn up .NGB in full consultation. Progress has been hard but is a focus area for year three</i></p>	<p>PDM,NGB meetings</p>	<p>No we would like to have driven this development strand further.</p>	<p>NGB meeting: Advert placed: conditions of employment and pay established. Following appointment action plan drawn up. Badminton competition established and run-Bonanza. Idea of community based club in table tennis explored at further partnership school. <b>Equipment ordered and festivals planned</b></p>
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This annual review has been approved by the partnership's steering group.

Name:

Signature:

Date:

(By the steering group chairperson on behalf of the steering group)

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