

Secondary Teacher Training case study (Phase 1): Lewes TSA - Lewes Priory School

Background to your school

Priory School is located in Lewes, East Sussex. It is an 11-16 mixed comprehensive school with approximately 1,100 students who vary in demographic backgrounds. As a school we had not worked with the Lewes TSA partnership before this project.

Intent: what did you want to change?

The intent of this project was to develop two key aspects of the whole school through the medium of physical activity. Our intent was to improve students' understanding of what a healthy active lifestyle is by using student voice and cross-curricular learning, as well as improving attendance and behaviour for a small cohort of disengaged boys. Improving boys' performance is a key focus for the school due to the increasing gender gap.

Implementation: how did you do it?

To meet these outcomes, we focused on two key strategies:

Outcome 1 - Improving students' understanding of what constitutes a healthy active lifestyle:

- 20 Sports Captains within the school signed up to the programme, both boys and girls in Years 7-10.
- A group of 14 students created the concept of 'Get Up and Move'. The whole school is timetabled to complete a physical activity for 20 minutes per week in the morning. They also have led a week's worth of assemblies promoting healthy active lifestyles.
- A website was developed looking at physical, mental and other aspects of health, for both students and parents: <https://www.priory.e-sussex.sch.uk/1137/health-and-wellbeing>

Outcome 2 - Improving attendance and behaviour for a small cohort of disengaged boys:

All schools in the TSA were given additional training: 8 staff were trained in Boxing level 1 and 8 were trained in Yoga and provided resources to share with all staff in their departments on leading boxing and yoga sessions. PE lessons were then adapted to deliver a carousel of fitness activities of a six-week period including: boxing, yoga, cross fit and spinning. These sessions maximised student participation and taught students different fitness strategies and the benefits that can be gained from each.

At the Priory school 15 students completed a group boxing session during tutor time in the morning. The aim was to encourage students to attend school on time and improve their behaviour around school. The group of boys were selected by senior management as students that were not engaging in school in Year 9 and 10.

Impact: did it work?

Outcome 1:

- 20 Sports Captains within the school signed up to the programme.
- Impact at present is minimal for the website, but the pastoral team have mentioned that this helps to structure meetings with mental health issues as it gives a focus point to look at and professional development.
- A group of 14 students created the concept of 'Get Up and Move', the whole school was

timetabled to complete a physical activity for 20 minutes per week in the morning. The assemblies promoted and raised awareness to all staff and students. Initially it was once a fortnight, but the feedback was so positive it has now progressed to once a week.

Staff feedback on the Get Up and Move project:

- *'My students have been quite up for it despite a bit of initial grumbling. I've found it really valuable in terms of having 'incidental' conversations with some challenging students. Walking alongside them without eye contact has allowed some useful conversations to take place in a less formal setting than the classroom'*
- *'Great initiative!'*
- *'100% positive - both from me and 90% of my pupils. Sometimes an idea is so simple yet effective one wonders why it hasn't been part of school life for years. Wish it was more than once a fortnight!'*

Outcome 2:

The programme was on the whole a success as the data gained demonstrated that the boys improved by:

- 33% improved attendance
- 93% improved behaviour logs
- 33% improved Achievement logs

Learning and next steps	Top tips?
<p>Outcome 2 needed more focus on expanding into cross-curricular more, getting varied staff involved will improve relationships more across the school. The first objective has been a success. The next steps is adapting the activities to keep up motivation and to develop this into a charity walk to raise participation and sense of community within the school.</p>	<ul style="list-style-type: none"> • Clear communication with all partners of the project. • Allow enough time to assess how the project is going. • Make it really clear to both students and staff what the expectations are of the project. • Support and backing from SLT is vital to allow strategic development.

Teacher testimony:

'I really love the get up and move - I would suggest we have it once a week instead of every fortnight! It makes a nice break from the norm, is good to get the fresh air and also you can have a chat with some of the students. Most of the students have responded in a very positive way.'