

Girls in Sport and PE



CHALLENGE IDENTIFIED

- Lack of girls attending extra curricular activities
- Lack of engagement in PE lessons from girls
- Friendship and relationship issues across school
- Thinking sport is more for boys
- Feeling shy or not confident to join in games with boys being too dominant
- Not wanting to change clothes at school
- Social pressures or peer influence to drop out

ACTIONS TAKEN

- Asked girls what they enjoy and what puts them off sport
- Ran girls-only clubs to build confidence and friendships
- Invited female coaches and role models to help inspire in various sports
- Offered fun, non-competitive choices in PE
- Allowed girls to wear comfy kit to school on PE days
- Took girls to watch elite women's sport (e.g. Forest Ladies) & celebrated female sport in assemblies ie euros football and womens rugby

IMPACT AND LEARNING

- Learned the importance of asking girls what they want
- Girls felt listened to and more included in sport
- Gained confidence
- Teamwork and friendships improved
- More girls joined clubs and felt happier in PE
- More positive attitudes towards trying new activities
- Some boys were not happy there was a girls club and wanted a boys only club
- Fun matters more than competition at this age

NEXT STEPS

- Work with local clubs to offer more girl-friendly sessions
- Keep asking girls for feedback to guide improvements
- Share success and learning with other schools
- Use school displays and social media to celebrate progress
- Plan regular girl-only sport events across the year



○ Move Together – (creating family connections)



○ CHALLENGE IDENTIFIED

Parent engagement across the school

- Less confident parents least engaged
- Isolated parents
- Families going through separation

Outcome:

- Create a safe space for parents
- Strengthen family bonds and parent connections
- Families and parents more active together

○ ACTIONS TAKEN

Pilot Move Together

- SGO/Family Support Worker
- Target appropriate families
- Use space within school
- Appropriate timing

What we did:

- Parents only talk/art
- Small group
- Built trust
- Open discussions
- Families fun and active together

○ IMPACT AND LEARNING

Excitement created

- Positive feedback
- Positive relationships with school
- Parents and children talking about it
- Parent/family connections created
- Parent skills - learning from each other
- Simple ideas to be active together
- Children seeing the fun side of parents
- Overcoming challenges

○ NEXT STEPS

Moving on Together

- More targeted – Girls/SEND
- SGO Offer to other schools
- Look to create a package for sustainability within school
- Explore other partners who could deliver with school



Inclusive Sports



ISSUE/SCENARIO

Raising the awareness around inclusive sports and the challenges some children/ adults face in sport.

ACTIONS TAKEN

- Student voice
- Research
- Resourcing
- Pilot
- CPD
- Constant feedback

IMPACT AND LEARNING

- Increased awareness of challenges in sport by all (pupil voice)
- Improved enjoyment in PE lessons, by those typically less engaged
- Improved C+L skills from children with SEND

NEXT STEPS

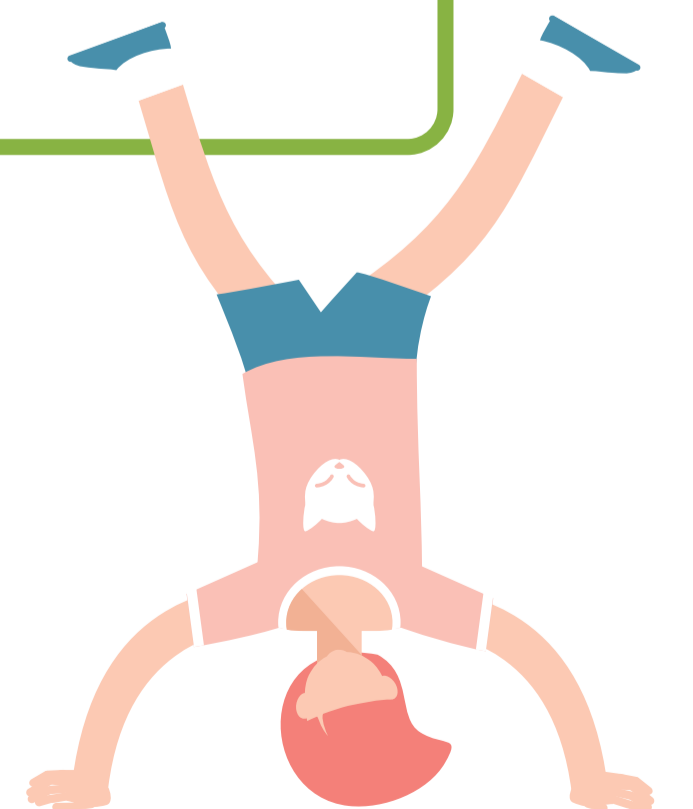
- Further staff CPD
- Refinement of lesson plans
- Observations
- Further exposure to more inclusive sports

QUOTES

“I didn’t realise I was good at sport until I tried Boccia” – Reid, Year 5.

“I can’t believe how hard it is when you can’t use your legs, it’s made me feel really lucky” – Jude, Year 5.

“It has challenged the children in a way they wouldn’t normally be exposed to, giving them a better understanding of the challenges faced by those with a disability.” - Mrs. T.



Gold School Games Mark Status



CHALLENGE IDENTIFIED

To maintain a consistent focus and delivery of physical activity, school sport and PE within a busy timetable.

- SIP school priorities and new members of staff.
- Pupil voice and observations mixed.



ACTIONS TAKEN

- Discussed concerns with sports reps (one boy and one girl per class).
- Took findings to SLT.
- Shared with staff to develop current offering.
- Set targets on activity and pupil groups.
- Assemblies and pupil council used discuss issues raised.
- Balance competition with festivals.

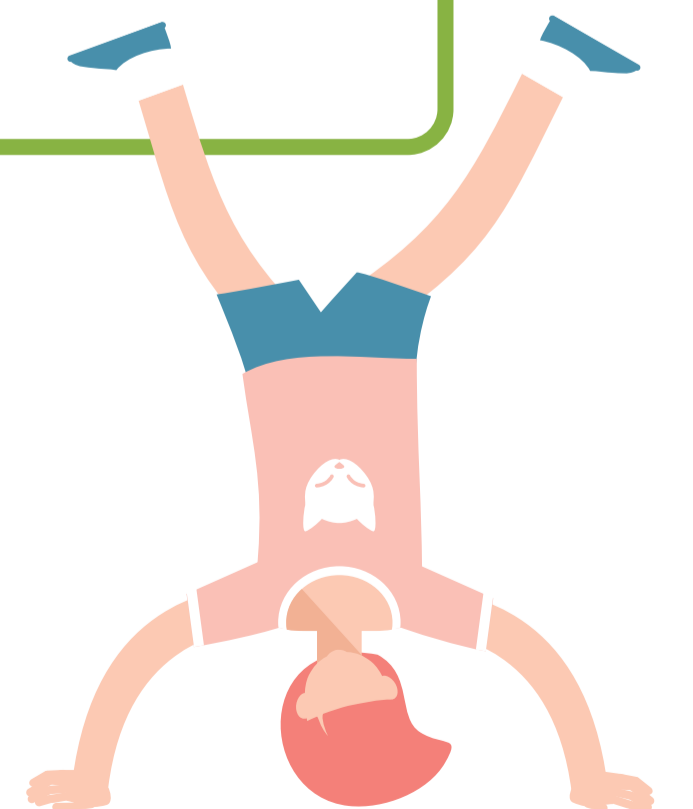
IMPACT AND LEARNING

- 'New faces' joined school clubs and events.
- ALL teachers attended one school sport event.
- Different lunch and playtime activities.
- Targeted clubs for SEND.
- Midday supervisor training.
- School parents committee - PATHS – tough runner.



NEXT STEPS

- Continue to target as many pupils who are less active as possible.
- Use pupil voice to lead inter-house challenges.
- Roll out OPAL Play.
- Consider more small one-off events to give more pupils opportunities.



Transforming playtimes at Orchard-Our Opal Journey



CHALLENGE IDENTIFIED

- 😞 After COVID, children had forgotten how to play and get along!
- 👩 Staff were spending more time managing behaviour and this impacted on lost learning time
- ⚙️ A few children dominated the fixed equipment, others just watched.
- 😡 Playtimes often meant arguments, tears, and "Miss, they won't let me play!"
- 🎯 Games led by adults fizzled out quickly, the fun didn't last long!
- ☁️ Many children didn't even want to go outside.



ACTIONS TAKEN

- 🧑 Opal Audit
- 💡 Got everyone trained and excited about the magic of play.
- 🤝 Built our OPAL working party teachers, TAs, lunchtime dinner ladies became Play Leaders
- 👂 Listened to the children
- 🧦 Introduced *Wellies for All* no weather stops play at Orchard!
- 🧱 Added loose parts and play zones
- 📄 Introduced a *Play Charter* to share our play values across the school which are intrinsically linked with our school values
- 🎈 Celebrated every success as our play adventure grew.



IMPACT AND LEARNING

- 🌟 Playtimes are joyful, busy, and full of imagination!
- 💬 Children talk confidently about the different kinds of play they enjoy.
- 💪 They challenge themselves, take risks, and solve problems together.
- 🤝 They all play together!! Negotiation and teamwork have improved across all ages.
- 🧠 Staff see calmer afternoons and stronger learning focus after playtimes.
- 😊 A real reduction in first aid incidents and low-level behaviour incidents
- ❤️ Families love seeing their children happier and more active outdoors.
- 🎉 We celebrate play every week in assembly; it's part of our culture now!

Would we change anything?

Only to have started OPAL sooner!



NEXT STEPS

- 🌟 Keep our OPAL adventure growing
- 👕 This year we Launched our *Active Uniform* so everyone's ready to run, climb and play.
- 🏠 Open our play spaces to other families and the wider community.
- 💬 Share our OPAL journey with other schools spreading the magic!
- 🎉 Celebrate every success- because at Orchard, play never stops!

