

Building a strong trust through PE, sport and play

Aspire Academy Trust



Aspire Academy Trust	Cornwall	36 schools
NOR: 6201	Primary: 3-11 yrs	Girls: 49% Boys: 51%
SEND: 17%	PP: 26%	EAL: 4%

// Nurturing curiosity, resilience, respect and excellence; our children will thrive and live life well."

Area Of Impact

The Strong Trust domains covered in the case study. Each case study demonstrates the School Improvement at Scale and Finance & Operation domains explicitly throughout their activities, and so the other domains have been highlighted more specifically.

Strategic governance	✓	Expert, ethical leadership	✓
High quality, inclusive education	✓	Workforce resilience and wellbeing	✓
Finance & operations	✓	Public benefit & civic duty	✓
School Improvement at Scale	✓		

Vision & Rationale

What are the reasons for positioning PE, sport and play as a driver for change across the Trust and what outcomes do they hope to achieve?

The Aspire Academy Trust's (AAT) strategic "Vision 2025" has ensured that PE, sport and play are placed centrally as drivers for change, and as catalysts for continued improvement. The Board of Trustees and all Trust leaders are unapologetic about supporting every school to prioritise both academic and character development in equal measure through delivery of a **high quality and inclusive education**.

Allied to the Trust **expert, ethical leadership** and beliefs, is a resolve that each individual school aligns with the Youth Sport Trust Well School framework, allowing all pupils to experience the life changing benefits of PE, sport and play, so supporting the translation of the vision into practice.

Togetherness and belonging are both key themes of AAT's "one Trust culture" to ensure that both staff and children can "live life well". AAT are driven to ensure that equity lies at the foundation of their mission to see every child thrive. The Trust's values align to their Vision with the clear connection between happy, healthy children, and readiness for learning. **Workforce resilience and well-being** is also a key priority within "live life well" and explicit actions are taken by the Trust to practicably support staff.

//
By working together and inspiring excellence; we enable our children to excel both academically and in character."

Clear indicators for success in support of the vision over the last year have included, for example:

- A high quality and inclusive PE curriculum
- A focus on a staff wellbeing survey
- Development of a Beach School and acquisition of an Outdoor Education Centre
- Alignment of every school to the YST Well School framework
- An integration of the benefits of sport and physical activity into each school's ethos
- The importance of the wider understanding of play.

Action

What did the Trust do to achieve their ambitions?

Through strong **strategic governance**, Trust leaders have prioritised clarity and communication of Vision 2025, which has been translated through an engaged and active network of PE leaders.

Resources

Careful financial planning led to achieving ambitious goals in acquiring the Carnyorth Outdoor Education Centre and the development of Carlyon Beach School, and the resourcing of Trust leader roles for PESSPA, Wellbeing and Pastoral Care, and for Outdoor Education.

The Trust strategic lead for PE, School Sport & Physical Activity (PESSPA) works with a PE network to support:

PE - e.g.

- Internal support for PE leads with networking meetings.
- External support for PE leads through benchmarking using the YST Quality Mark, and then subsequent support with action planning as a result.

School Sport - e.g.

- Increased participation in an ever-evolving AAT calendar of sporting events.
- Working with the Barclay's Girls' Football School Partnership.

Physical Activity and Character development - e.g.

- The YST Power of an Active Mind programme, delivered across the Trust.
- Development of Carlyon and Carnyorth as inclusive education centres for all children.

CPD

Whole Trust INSET focusing on the three Well School pillars and PESSPA led to localised improvement plans and "Passion Projects" as well as a Trust wide two-year PESSPA development plan aligned to YST Quality Mark and the DfE School sport and Activity Action Plan:

- PE Curriculum - Develop confidence and competence through an overarching Trust PE curriculum which incorporates the teaching of personal development through links to individual school values, culture & ethos.
- Physical Activity - All schools to develop opportunities for children to be physically active for 60 minutes per day.
- School Sport - All schools offer a broad range of enrichment school sport clubs. Intra and inter-school competitions are run to meet the motivation. Competence and confidence of all pupils as participants, leaders and organisers.

Impact

What difference has been made across the trust?

1. Staff well being surveys have been overwhelmingly positive with many aspects scoring in the top 10% nationally for the Health & Safety Executive (HSE) benchmark.
2. Attendance of pupils risen by 3% to above the national average, and a reduction in persistent absenteeism of 9% over a three year period.
3. Over a two year period the AAT has experienced 14 OFSTED inspections with 100% being graded at least good for leadership and management and good for personal development.
4. The acquisition of the Outdoor Education Centre is complete and being used fully by all schools.

Aspire Academy Trust

Telephone: 01726 438613

E-mail: aspire@iaspire.net



Staff highly value this support, as well as leaders' consideration of their workload. They enjoy working in a school that helps everyone and places well-being at the forefront."

OFSTED TRURO LEARNING ACADEMY
JUNE 2023



Cabot Learning Federation	South West England	35 schools
NOR: 15575	All key stages: 2-19 years	Girls: 48% Boys: 52%
SEND: 17652	PP: 30.6%	EAL: 20.3%

// As an active member of the Well Trust network, we have identified how a strong PE school sport and physical activity offer can be a key lever to improving life experiences of all students."

Area Of Impact

The Strong Trust domains covered in the case study. Each case study demonstrates the School Improvement at Scale and Finance & Operation domains explicitly throughout their activities, and so the other domains have been highlighted more specifically.

Strategic governance	✓	Expert, ethical leadership	✓
High quality, inclusive education	✓	Workforce resilience and wellbeing	✓
Finance & operations	✓	Public benefit & civic duty	✓
School Improvement at Scale	✓		

Vision & Rationale

What are the reasons for positioning PE, sport and play as a driver for change across the Trust and what outcomes do they hope to achieve?

The Cabot Learning Foundation (CLF) believes that by working together they can accelerate school improvement and embed excellence in their academies. In doing so, they can create more opportunities for the lifelong success for their students. The Federation exists to promote their life chances and to deliver excellent educational experiences for those pupils in their academies now and in the future.

As part of the CLF Strategy 2030, and through strong **strategic governance**, the Trust has identified wellbeing as a sustainable sub-strategy and believe that physical and mental health can change throughout a person's lifetime. Strategies and education on wellbeing can support people through difficult times and emphasis is equally placed on **workforce resilience and wellbeing** as it is pupils.

Through PE, school sport & physical activity the CLF ensures that all pupils receive **high quality and inclusive education**, promoting a positive relationship with physical activity to develop the holistic characteristics to live successfully in society. Pupils leave the CLF with skills and characteristics developed through participation, which enables them to be active for life. They are provided with a sense of belonging, a positive sense of identity and understanding of how the physical, psychological and social benefits of physical activity can support their wellbeing through life.

Action

What did the Trust do to achieve their ambitions?

Over time the CLF has grown significantly, but four strands show consistent determination to place both wellbeing and PE, school sport and play at the heart of their Trust.

Structure

A Director of Education for the Trust leads on wellbeing and line manages the Senior Curriculum Lead (PESSPA), as well as the Mental Health and Wellbeing lead, with the former sitting on the School Improvement Team and so influencing the development of all PE leaders and teachers across the Trust. This highly networked team take advantage of the support on offer from national, regional and local networks, but equally influence and support in return.

Curriculum

The CLF curriculum intent is "Building positive physical activity experiences for life". Through enjoying physical activity, the curriculum provides students with opportunities to develop key characteristics to be successful. The CLF approach to Physical Education is inclusive and develops all children through movement and interacting with their environment. This is delivered through four strands of the curriculum rope.

1. My Movement - Physical Competence (Physical)
2. My Knowledge - Knowledge and Understanding (Cognitive)
3. My Mentality - Motivation and Confidence (Affective)
4. My Behaviours - Engagement in Physical Activities for Life (Behaviours)

Each school appreciates the flexibility the curriculum brings to meeting the needs of the pupils within their own particular contexts and this highly developed curriculum lies at the heart of physical activity in the CLF.

Partnerships and Collaboration

The CLF has continued to develop an extensive network to best support the pupils and the community it serves for **public benefit and their civic duty**. Whilst growing participation across the Trust, the CLF has developed networks and partnerships with the RFU, Girls Football Strategic Lead, the YST, Opening Schools Facilities and BMA Basketball programme. CLF 'BIG events' engaged a wider community beyond the CLF, and the impact on disadvantaged pupils has been significant. **Expert, ethical leadership** behind this determination for the betterment of the wider community has created strong and growing partnerships.

CPD and SCITT

In placing a high priority on CPD at school, Trust, regional and across network levels, the CLF have created a confident team of practitioners. By developing internal and external networks, the Trust ensures they are providing the best possible experience for their pupils. Coaching and development of Lead Practitioners and SLEs further supports the infrastructure, as does the engagement with external ITT providers, whilst specialising as a SCITT.

Impact

What difference has been made across the trust?

The depth and breadth of impact over time has been great. Some examples are:

1. As a result of working at grass roots level to support the growth of rugby in schools and locally, a now growing local club hosts the CLF BIG girls' rugby event and all central Bristol rugby festivals.
2. Through hosting the Girls Football Strategic Lead, neighbouring partnerships were also able to access the CPD, resources and opportunities the programme offered. The CLF have been able to support Bristol Rovers and Bristol City in creating three more Wildcats Centres, focused on disadvantaged areas of Bristol city.
3. The SGO network ensures that 2000 pupils in central Bristol had high quality PE sessions to improve their transition experience.
4. 456 disadvantaged pupils attended the BIG festival of sport at UWE over a two year period and over 120 have experienced outward-bound activities in Eryri (Snowdonia).
5. YST supported programmes have offered over 250 targeted pupils the opportunity to improve their engagement with PE, school sport and play. Legacy groups have continued forward.
6. A network of over 50 mental health leads work together across the Trust, and as part of the CLF's active engagement in the Well Schools Trust network, the CLF have effectively audited their provision to greater impact.

Cabot Learning Federation

Telephone: 0117 244 6233

E-mail: info@clf.uk



My team and I believe that this holistic approach allows us to impact and engage more students meeting them where their interests are and introducing them to new activities."

HEAD OF PE



Insignis Academy Trust	Buckinghamshire	5 schools
NOR: 3845	Secondary: 11-18 yrs	Girls: 50% Boys: 50%
SEND: 15%	PP: 16%	EAL: 21.9%

“ We know the evidence shows a clear link between higher levels of health and happiness and academic attainment as well as other educational outcomes. Particularly for pupils facing the greatest disadvantage. That is why we have embraced the Well School Trust approach to consider what we can do as an executive team across all schools and supporting individual school leaders.”

Area Of Impact

The Strong Trust domains covered in the case study. Each case study demonstrates the School Improvement at Scale and Finance & Operation domains explicitly throughout their activities, and so the other domains have been highlighted more specifically.

Strategic governance	✓	Expert, ethical leadership	✓
High quality, inclusive education		Workforce resilience and wellbeing	✓
Finance & operations	✓	Public benefit & civic duty	✓
School Improvement at Scale	✓		

Vision & Rationale

What are the reasons for positioning PE, sport and play as a driver for change across the Trust and what outcomes do they hope to achieve?

“**Collaborate to Succeed**” - the collective goal for IAT is for all IAT schools to be ‘Remarkable’ in their own right and in doing so, to support all their students to make the most of themselves and be well prepared, academically and personally, for their next steps in adult life, whichever path they choose. PE, sport and play are central as drivers for change, and the Trust’s commitment to the Insignis Sports Partnership and the School Games Partnerships (Aylesbury and Buckingham) is helping all schools to realise this goal.

To achieve the above in the current post pandemic climate it was important at the outset to have the backing of the Trustees and **expertise in ethical leadership** driving and shaping the culture and ethos. The aim for the IAT Trust is to develop a wellbeing and personal development culture (which is currently evolving and at phase one of its journey). The aim of the Trust through strong **strategic governance** is:

- To integrate and develop Well Schools into each of our five schools without it looking like a token gesture.
- To see the Well School Framework and ‘Five Principles of a MAT’s Strategic Function to Improve Personal Development and Wellbeing’ underpinning our approaches.
- To create an infrastructure to support wellbeing and personal development.
- To develop staffing at a Trust level to support PE, School Sport and Play across Trust schools and beyond.
- To create the role of a strategic leader for wellbeing on the Trust’s Central Team.

Action

What did the Trust do to achieve their ambitions?

IAT have prioritised **workforce resilience and wellbeing** in equal measure to the role of PE, sport and play as drivers of change.

Wellbeing Infrastructure

As a relatively young Trust, the development of a Trust Wellbeing Infrastructure supports both the wellbeing of staff and the centralised position of PE, sport and play within the Trust's strategic plans. In doing so, the IAT is building capacity, expertise and credibility into the leadership team around health and wellbeing and the contribution of PE, sport and play which is central to its improvement plan to be a strong trust.

The appointment of a Trust wellbeing lead to support the delivery of the Well School Trust Programme has been central to many resulting actions. This dedicated Trust team member leads on the approach alongside other initiatives as a key part of ensuring a Well School Trust approach and getting action embedded in every school. For example, the annual Trust Wellbeing Conference is aligned to the wellbeing survey, EDI surveys and staff exit interviews; each school benefits from wellbeing leads, governing bodies links and within schools, MHFA's and a range of staffroom wellbeing committees.

Other senior appointments include a Senior Lead Practitioner of PE, Senior School Games Organiser and Assistant School Games Organiser to reflect the commitment to PE, sport and play. The Senior School Games Organiser is also a strategic lead for the Barclays Girls Football School Partnership in Buckinghamshire.

Partnerships & Collaboration

The development of the Insignis Sports Partnership, and commitment to the School Games Organiser network and Youth Sport Trust network has been central to the continued evolution of the IAT's development as a Well School Trust. Alongside these partnerships, other collaborations have benefited the IAT and the local communities. For example:

- County Sports Partnership for LEAP Bucks and Milton Keynes PE Conference 2023
- The YST School Games (Aylesbury and Buckinghamshire Partnership)
- All Trust schools being YST members and attending the annual YST conference
- All Trust schools engaged in the Sport England Teacher Training Programme
- Bidding for the Opening Schools Facilities Fund
- Heads of PE Meetings
- A Trust-wide PE Trips and Visits policy

“

Trustees and governors are focused and knowledgeable. They know what the school is doing well and what needs to improve further. For example, while staff feel highly valued, governors and trustees are putting into place an even more robust process for managing staff workload.”

OFSTED PRINCES RISBOROUGH SCHOOL
NOVEMBER 2022

Impact

What difference has been made across the trust?

1. The response rate for the trust wellbeing survey increased from 41% in 2022 to 80% in 2023. The survey outcomes help to monitor whether the IAT's vision and values align with the health and wellbeing challenges of its schools, and also contribute to the annual wellbeing conference
2. The Insignis Sports Partnership now exceeds a membership of 43 primary schools. Play leader training has been delivered in over 20 schools and over 70 festivals and events were organised in the same period (22/23)
3. Attendance of pupils has improved by 3% to above the national average over a three year period, and there has been a reduction in persistent absenteeism of 9% over the same period. Additionally nine girls' football events were hosted, resulting in a 25% increase in participation
4. The Insignis Varsity Games resulted in an extra 128 KS3/4 students participating in a variety of non-traditional activities
5. The Heads of PE collaboration has resulted in successful bidding for the Opening School Facilities fund. The bids have supported CPD, equipment and coaches to support the differing needs of the schools and linked to the Varsity Games programme.

Insignis Academy Trust

Telephone: 01296 744351

E-mail: aarber@insignis.org.uk



Marches Academy Trust	Shropshire	11 schools
NOR: 6203	All phases: 2-18 yrs	Girls: 48.9% Boys: 51.1%
SEND: 15.2%	PP: 24.2%	EAL: 6.2%

“ The robust belief within the Marches Academy Trust on the significance of PE, sport and play extends beyond the academic curriculum; it represents a commitment to the holistic development of both pupils and staff.”

Area Of Impact

The Strong Trust domains covered in the case study. Each case study demonstrates the School Improvement at Scale and Finance & Operation domains explicitly throughout their activities, and so the other domains have been highlighted more specifically.

Strategic governance	✓	Expert, ethical leadership	✓
High quality, inclusive education	✓	Workforce resilience and wellbeing	
Finance & operations	✓	Public benefit & civic duty	✓
School Improvement at Scale	✓		

Vision & Rationale

What are the reasons for positioning PE, sport and play as a driver for change across the Trust and what outcomes do they hope to achieve?

The Marches Academy Trust made a promise to develop and live by their strategy to achieve key goals by 2030. This strategy is focused on four key areas: People First, Anytime, Anywhere Learning, Belonging and Working Today to Protect Tomorrow. **Strategic governance** ensures this strategy is their driving force.

The Trust’s mission is to ensure that every child, from the nurseries through to the sixth forms, had the same opportunities as children across England. This included creating sporting partnerships and collaborations with other local schools and local sports clubs, and with wider organisations to benefit the whole community and to bring about **public benefit as part of the MAT’s civic duty**. This included collaborating with national governing bodies and applying for funding programmes to enhance sports facilities for both pupils and their communities. Underpinning this was an unwavering commitment to support the wellbeing of staff through opportunities for physical activity, and to provide high quality CPD and resources to support **high quality and inclusive education**.

The Trust’s belief in positioning PE, sport and play as pivotal components for the overall wellbeing of children and young people reflects the understanding of the holistic benefits that pupils will experience. However, Trustees recognise the challenges ahead, considering the cost of living and the rural settings of the schools; these challenges limit families’ abilities to support their children’s engagement in sporting activities outside of the school. **Expert, ethical leadership** reviewed disheartening participation data outside of school through surveys completed by parents and as a result have committed to enhancing PE, sport and play within the curriculum.

“ They are proud of their school and strive to do well. Pupils are eager to learn and especially enjoy the opportunities provided to learn outside, such as in the school’s woodland area and farm.”

OFSTED LONGLANDS PRIMARY SCHOOL
JULY 2023

Action

What did the Trust do to achieve their ambitions?

Marches Academy Trust embarked on a transformative journey to change the culture of PE, school sport and play, and wellbeing both within and beyond the Trust.

Staffing Structure

The Trust established a dedicated Physical Education and School Sport Staff Leadership Team. This team included:

- A Director of Sport, Physical Education and Wellbeing Lead
- A Physical Education Tutor
- School Sport Coaches & Teachers

Planning

- The Trust's commitment to PE, sport and play was evident in the overarching strategic plan.
- The Trust, with the support of the YST, then created a PESSPA strategic plan, to ensure that all schools, and potential schools were able to follow the developed and agreed plan for school sport.
- The next steps involved establishing and implementing a Sport Development Plan, focusing on enhancing the quality of PE lessons and boosting staff confidence in teaching PE more effectively.

Partnerships and Collaboration

In 2019, the Trust organised the first Shropshire PE conference at Shrewsbury Town FC. Since its creation, the conference has successfully engaged and developed over 400 teachers from across Shropshire, reinforcing the Trust's commitment to knowledge sharing, skill development and continuous improvement under the banner of physical education.

A Trust Varsity programme brought together children and young people from across all key stages to compete in diverse activities such as SEND bowling festivals, girls' football and a dedicated Sixth form squash league.

The Trust partnered with Complete PE, a curriculum resource provider, to ensure that all staff had good access to well-structured and comprehensive resources for PE.

To extend its outreach, the Trust has encompassed an additional 16 schools across the region including supporting Teaching of PE, organising competitive events, conducting CPD workshops for teaching staff, facilitating enrichment events.

The Trust's reach extends beyond that of the local schools. As part of the extensive engagement activity taking place for the 'Big Health and Wellbeing Conversation', NHS Shropshire, Telford and Wrekin called on the skills and expertise of the voluntary sector to help bolster community engagement activity with targeted groups. The project will be in support of the Big Health and Wellbeing Conversation, linking directly with the NHS Joint Forward Plan. The Trust was awarded funding by the local NHS and has been tasked with speaking to diverse and hard to reach communities across all parts of Shropshire, Telford and Wrekin on what they can do to make a difference to their health and wellbeing.

Impact

What difference has been made across the trust?

1. Across primary schools in the Trust, pupil participation increased from 45% (2019) to 78% (2022)
2. Over 800 children and young people have participated in the MAT Varsity programme
3. Every primary school within the Trust has achieved either the School Games Mark Gold or the Platinum Award. This was supported by substantial investment in upgrading facilities such as fitness suites, AstroTurf and tennis courts.
4. Four of eleven schools within the Trust recently inspected have chosen PE to be part of the "deep dive" process, and all four schools have received "Good" ratings.
5. Through partnerships, upgrading facilities, enhanced teacher development and active community engagement the Trust has made a transformative journey towards promoting physical wellbeing and educational excellence.



They are empowered to make informed decisions about a wide range of topics, including their physical and mental wellbeing."

OFSTED - SIR JOHN TALBOT'S SCHOOL
DECEMBER 2023

Marches Academy Trust

Telephone: 01691 664415

E-mail: trustadmin@mmat.co.uk



Nexus Multi Academy Trust	South Yorkshire, Nottinghamshire	16 schools
NOR: 2381	16 Schools - 15 Special / 1 Primary	
SEND: 92.3%	PP: 47.8%	EAL: 7.1%

// Learning together, to be the best that we can be."

Area Of Impact

The Strong Trust domains covered in the case study. Each case study demonstrates the School Improvement at Scale and Finance & Operation domains explicitly throughout their activities, and so the other domains have been highlighted more specifically.

Strategic governance	✓	Expert, ethical leadership	✓
High quality, inclusive education	✓	Workforce resilience and wellbeing	✓
Finance & operations	✓	Public benefit & civic duty	✓
School Improvement at Scale	✓		

Vision & Rationale

'Belief, belonging and butterflies' is the overarching mantra of the Nexus Multi Academy Trust's Youth Sport Trust inclusion lead, Abbey School, where delivery of **high quality, inclusive education** is a driving force. Belief in the sense that many of the students have failed in education, may be reluctant or fearful of sport and PE and may physically present with significant barriers to their participation and thus wellbeing. Sport and physical activity within the Trust gives all the children and staff a sense of belonging, whether it is belonging to a school sports team, a staff social team or a PE lesson they may have never been able to do previously. Through being so active physically and mentally, the children and staff experience the sensation of having butterflies of excitement and anticipation. The Trust are committed to using this approach consistently, determinedly and confidently throughout the work they do within the Trust and beyond.

The outcomes that we wish to see always remain at the heart of health and wellbeing. Sport is key to providing this, unlike other subjects and areas taught in school, and the sense of belonging for pupils and staff has to be palpable. Through the equality and diversity objectives set by the Trust, leaders aim to influence the cognitive abilities, engagement and self-esteem of all pupils and staff from each of their starting points.

// Staff and pupils are exceptionally pleased by the range of sporting accolades the school has achieved recently. These include achieving the Youth Sport Trust outstanding SEND school award for 2019. This clearly demonstrates effective use of the physical education and sports funding'."

OFSTED ABBEY SCHOOL
MAY 2019

Action

What did the Trust do to achieve their ambitions?

- A Well School approach is part of the Trust improvement plan, which ensures schools deliver inclusive PE, sports and associated events, focusing particularly on children's mental health and wellbeing. The Trust core value of being the 'Best we can be' is at the heart of the inclusive provision within the schools.
- The strong culture of the Trust works on a strength-based approach of strategic governance starting with the CEO and Executive Team, then flowing into each individual school, each with their own identity and community, but working in tandem with the shared goals of the Trust. Through the work of Abbey School, partners are supported to enhance their provision for all aspects of sport and physical activity.
- The Trust Sports Day that was planned and delivered by students followed a Pupil Parliament meeting with the CEO, when the students expressed their desire to compete competitively in a Trust wide sporting event. This was organised through the expert knowledge of the lead staff and Trust central team as well as the sports leaders. Expert, ethical leadership rose to this incredible challenge, utilising networks to support the Trust to achieve a significant sporting impact for all its schools, and beyond.
- Over 300 children participated in the sport events from 23 schools from the Trust and the wider community. Many of these children came to their schools having 'failed in mainstream' and never had the opportunity to represent their schools. These students were supported to believe they could achieve which improved their self-belief, which in turn has led to their confidence growing in other areas. The transformational effect stemming from this acquired sense of belonging is evident in pupil voice, pupil participation, attendance and lowered exclusions. One of the newest Academies specialising in Autism and Social, Emotional and Mental Health Difficulties has used the power and influence of the sporting calendar to prevent any exclusions within the last school year.
- The impact was captured through the Pupil Parliament reflection meeting where children articulated what they had gained from the event and how it could be done differently. There was an overriding request to make the event even bigger with more sporting role models that represent the diversity of the pupils. A follow up assembly with a para-Olympian Boccia player - using eye-gaze technology leading an assembly - was truly inspirational for the most vulnerable pupils.

Impact

What difference has been made across the trust?

- Since using a Well Trust approach it has become a driver for staff wellbeing; the Trust has become the only national flexible working special school ambassador, commissioned by the DFE. This has given leaders both opportunity and courage to think differently about staff wellbeing as they focus on **workforce resilience and wellbeing**.
- The Well Trust approach has been used to support other schools in difficulties. Fountaindale School - formerly Harlow Academy was nominated for its work on inclusive PE by the YST in 2023. This again has given the Trust courage through experience and learning to develop partnerships with other challenging settings for the benefit of children.
- Staff are now braver and more confident to bring children who may have been more challenging, out of the school environment to the whole Trust events as they know they will be well supported by their colleagues and other learners. Children now not only provide peer support, but they also develop their own leadership skills through the events that take place, building self-confidence and self-esteem.
- The pupils are now visible and valued members of their community through the joint sport and community projects within the Trust.
- Through sport, there is a greater understanding within the local communities of the contribution Nexus pupils can play. At one school 75% of pupils leaving school entered employment based opportunities.
- The Trust believes that "the changes in the way we approach PE, sport and physical developments has seen much growth due to using the expertise of our YST Lead School core team. There has been a significant increase in working with athletes who represent the majority of our children in terms of disabilities."



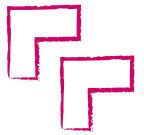
Staff work together effectively so that pupils feel well looked after and receive a good-quality education. Staff are overwhelmingly positive about the school's leaders. Staff appreciate the training they receive to be effective in their roles. Staff highlighted that they welcomed support from leaders, particularly with matters relating to wellbeing and workload."

OFSTED THE BEECH ACADEMY
JANUARY 2023

Nexus Multi Academy Trust

Telephone: 01709 257 277

E-mail: info@nexusmat.org



Olive Academy Trust	Cambs, Suffolk, Thurrock and LB Havering	5 schools
NOR: 207	Alt Prov: 9-16yrs	Girls: 32% Boys: 68%
SEND: 70%	PP: 9-16yrs	EAL: 8.5%

“ Our mission is to provide our pupils with creative, nurturing and inspiring learning opportunities which re-engage them in learning and transform their lives.”

Area Of Impact

The Strong Trust domains covered in the case study. Each case study demonstrates the School Improvement at Scale and Finance & Operation domains explicitly throughout their activities, and so the other domains have been highlighted more specifically.

Strategic governance	✓	Expert, ethical leadership	✓
High quality, inclusive education	✓	Workforce resilience and wellbeing	
Finance & operations	✓	Public benefit & civic duty	
School Improvement at Scale	✓		

Vision & Rationale

What are the reasons for positioning PE, sport and play as a driver for change across the Trust and what outcomes do they hope to achieve?

Olive Academies believe that every child has both the ability and the right to learn and achieve. Most pupils within OA are vulnerable and have lost their way in education. They often have challenging home lives, unidentified learning needs, and are more likely to be living in poverty than most mainstream pupils. Since inception OA has viewed Outdoor Learning (ODL) as a cornerstone to in supporting and challenging pupils to re-engage with their formal education. OA adopts the definition:

“Outdoor learning’ is an umbrella term for actively inclusive facilitated approaches that predominately use activities and experiences in the outdoors which lead to learning, increased health and wellbeing, and environmental awareness.” (Institute for Outdoor Learning August 2021).

OA ensures a strong offer of **high quality and inclusive education** in ODL for all pupils as an important element of PE, school sport and play. As OA has grown, ODL has remained at the heart brokerage development plans when new AP academies have joined the Trust.

The **expert and ethical leadership** at OA means a commitment to ODL being at the heart of all future Trust expansion and development, and this has been enabled through financial and human resource being allocated to all academies within the Trust. The Trust have chosen their partners carefully to ensure that in bringing about equity, they work with the highest quality providers often with specialist trainers and coaches to ensure that all pupils feel valued.

Visionary leadership and **strategic governance** led to the establishment in 2021, of Olive Academies Foundation is the charitable arm of Olive Academies Trust and works in partnership to provide additional opportunities for OA students, beyond the scope of the curriculum.

“ It is these partnerships which inspire and enable our students to become active learners and valued members of the community.”

Action

What did the Trust do to achieve their ambitions?

When OA established their first AP Academy in Thurrock, pupils were provided with creative, nurturing and inspiring learning opportunities which re-engaged them with education and helped them to start to turn their lives around. ODL has featured in the curriculum from this time. Pupils' confidence and motivation has flourished through ODL and they have been able to transfer this into their learning in other subjects.

As the Trust expanded, an expectation of at least weekly or fortnightly ODL was maintained across the Trust. Each academy was given the staffing resource in the form of a middle leader to co-ordinate all ODL and associated budgets for specialist activity centres and transport were allocated. As new academies have come on board, staff with a PE or ODL background have been promoted or recruited into posts, and each academy development plan has included goals for establishing the curriculum offer and for devising practical ways to provide a broad ODL offer, from archery, to watersports to mountain biking. Two academies are now piloting the Duke of Edinburgh (DofE) Bronze award and an established partnership with East Coast Adventures has supported the Trust's breadth and depth of provision.

Also supported by Impetus, OA set out to launch and develop a charitable foundation for the wider benefit of pupils and their families. In March 2022 the Olive Academies Foundation was launched. The first three years of the foundation sees a focus on "Venture Beyond", described as "out of the classroom and into the wilderness, we're supporting pupils to push their limits in a process of self-discovery. Using outdoor based challenges, we'll venture beyond stereotypes and self-doubt to build confidence, develop resilience, broaden horizons and create possibility". The ambition is to provide a challenging residential experience to OA's pupils alongside the timetabled ODL.



Our partnership with Impetus has enabled the trust to move forwards in a more creative and dynamic way. It has opened the door to an invaluable network of professionals who together are providing effective solutions to change the lives of some of the country's most disadvantaged children and young people."

MARK VICKERS MBE, CEO
OLIVE ACADEMIES TRUST

“ Pupils talk enthusiastically about their outdoor learning. They say it provides the opportunity to learn new skills. As a result, pupils are eager to explore different work-related experiences, such as carpentry and tourism.”

OFSTED - AP SUFFOLK
FEBRUARY 2023

Impact

What difference has been made across the trust?

1. Students have achieved awards supported by their ODL in:
 - a. AQA units in sailing, team building and leadership
 - b. BTeC Sport L1 and L2
 - c. BTeC Land Based Studies L1
 - d. BTeC Hospitality and Tourism L1
 - e. Navigation Awards L1 and L2
2. Visit <https://oliveacademies.org.uk/foundation/venture-beyond> to hear pupil and staff voice about the ODL programme
3. Projects are underway to pilot DoE, and ski-skill development with the ambition to run a European ski trip in 2024/5.

Olive Academies

Telephone: 01708 982624

E-mail: info@oliveacademies.org.uk



The outdoor learning programme gives pupils the opportunity to experience a wide variety of outdoor activities, such as sailing, fishing and archery. Leaders are clear about their aims for these enrichment experiences. They want to build pupils' knowledge and skills in these fields, but also to develop their resilience and their ability to work in teams."

OFSTED - AP HAVERING
FEBRUARY 2023



Redhill Academy Trust	Nottinghamshire	36 schools
NOR: 10806	10 Secondary / 6 Primary	Girls: 49% Boys: 51%
SEND: 13.1% Secondary / 14% Primary	PP: 28% Secondary / 38% Primary	EAL: 6.5% secondary / 9.7% primary

// We are determined to support the local communities we serve by providing excellent, high-achieving academies that will help transform lives and life chances."

Area Of Impact

The Strong Trust domains covered in the case study. Each case study demonstrates the School Improvement at Scale and Finance & Operation domains explicitly throughout their activities, and so the other domains have been highlighted more specifically.

Strategic governance	✓	Expert, ethical leadership	✓
High quality, inclusive education	✓	Workforce resilience and wellbeing	
Finance & operations	✓	Public benefit & civic duty	✓
School Improvement at Scale	✓		

Vision & Rationale

What are the reasons for positioning PE, sport and play as a driver for change across the Trust and what outcomes do they hope to achieve?

Redhill says "Our mission is to ensure that all children, whatever their background and starting points, have the opportunity to achieve their full potential, both in terms of academic achievement and character development. We are determined to support the local communities we serve by providing excellent, high-achieving academies that will help transform lives and life chances"

They have five guiding principles placed front and centre of everything they do, including Widening Experiences. This ensures that "Our academies all promote experiences that build our students' resilience, respect for others and self-confidence. Our extensive co-curricular programme includes opportunities to participate in sport, the performing arts, trips abroad, cultural experiences and character-building challenges. Our 'Pledges' system ensures that every student benefits from these important opportunities"

With clear commitment to the value of PE, school sport and play from the Trustees and senior leaders, Redhill have clearly set out what they hope to achieve, through expert, ethical leadership which includes:

- Inclusion and equality of opportunity with excellent core PE provision and increased participation by all, but especially disadvantaged and disengaged pupils
- Clear links with all elements of PE, school sport and play between participation and achievement
- Development of skills and healthy habits for life
- Fostering a sense of belonging to the school, Trust and community.



The school provides a rich variety of clubs and experiences that enhance learning and support pupils' wider development."

OFSTED - OAKWOOD ACADEMY
JULY 2023

Action

What did the Trust do to achieve their ambitions?

With strong **strategic governance**, Trust leaders have committed to PE and school sport and this extends through the all levels of the trust. The Trust launched a new co-curricular vision at Trust INSET days and remarketed the school co-curricular programme through branded promotional booklets. Technology was used to inspire and communicate to students and families through a new virtual 'Locker Room', a space to find out what is on in schools weekly, access health and wellbeing content and take part in virtual challenges.

At the end of 2018 a Trust Director for PE was appointed to support both the Core provision and examination provision across the secondary schools ensuring a **high quality and inclusive education** for all. In 2023, a Sports Development Officer (SDO) was appointed with financial resources for events, CPD and equipment. Co-curricular coordinators were then appointed in every school to support the SDO and PE networks were set up from scratch or developed further in the primary schools.

The Trust implemented a new tracking system to understand engagement levels of students with our co-curricular programmes across all secondaries. Trends in engagement were identified and analysed across key demographics. Trust games are calendared on three days every year to prioritise the participation of disadvantaged or hard to reach pupils. Sports leaders are trained in every school to support the Trust Games.

For community and **public benefit, as part of its civic duty**, the Trust has gone to incredible lengths to develop a sixth form offer in a local community which previously saw young people having to commute to continue their education. As a Trust, sixth formers are provided with an enriched offer with the Duke of Edinburgh Award, sports leadership and a rich menu of recreational sports to choose from. The effort to change the dynamic for the community cannot be understated and was recognised in Parliament and with a visit from the Prime Minister.

// Pupils develop the characteristics they need to make a positive contribution in their school and their local community. They become young leaders. They learn to take initiative. They develop empathy for the lives of others, for example pupils participate in wheelchair basketball."

OFSTED TUPTON PRIMARY AND NURSERY ACADEMY 2023

Impact

What difference has been made across the trust?

1. The Locker Room has acquired over 4,800 views since launching.
2. In the first two terms of the 2023/24 academic year, 69% of students engaged in co-curricular activity totalling 80,972 individual engagements.
3. Two hundred and fifty students from Years 7 and 8, from eight of the Trust's 10 secondary academies, enjoyed an inspirational day of sports including Quad athletics, rounders, concept rowing challenges and a tug-of-war
4. The Trust has identified underrepresented cohorts and through youth voice implemented interventions through programmes such as Opening School Facilities, YST Active in Mind and YST Boys Move.
5. A new varsity competitive structure enabled the first Trust Handball Cup for over 400 students partnering with the University of Nottingham and Trust Primary Boccia Festival with support from Boccia England.
6. Strong networks have been built both within the Trust and across the County to support development of staff and positive outcomes for pupils. The Trust leads in running the PE Network which meets 3 times per year to discuss current issues and changes in PE and to share best practice.

//

Redhill Academy Trust have worked closely with England Handball to develop handball as a core sport this year. Their approach of developing staff expertise, investing in age and stage appropriate equipment and facilities, and creating new competitive opportunities for their students is creating a platform for sustainable and long-lasting impact."

GUILLAUME EPRINCHARD
EDUCATION LEAD AT ENGLAND HANDBALL

Redhill Academy Trust

Telephone: (0115) 926 1481

E-mail: trustoffice@theredhillacademy.org.uk



Tapscott Learning Trust	Newham, East London	4 schools
NOR: 2294	Primary: 3-11 yrs	Girls: 49% Boys: 51%
SEND: 15%	PP: 30%	EAL: 70%

// PE, school sport and play are crucial elements in delivering our overall Trust goal: healthy, happy children."

Area Of Impact

The Strong Trust domains covered in the case study. Each case study demonstrates the School Improvement at Scale and Finance & Operation domains explicitly throughout their activities, and so the other domains have been highlighted more specifically.

Strategic governance	✓	Expert, ethical leadership	✓
High quality, inclusive education	✓	Workforce resilience and wellbeing	✓
Finance & operations	✓	Public benefit & civic duty	✓
School Improvement at Scale	✓		

Vision & Rationale

What are the reasons for positioning PE, sport and play as a driver for change across the Trust and what outcomes do they hope to achieve?

Health and happiness radiates out of TTTTL schools. The TTTTL know that the **public benefit and civic duty** of their actions will be far reaching and they have the opportunity to change the narrative. Newham suffered the highest covid death rate in the country. Almost 50% of Newham's children are overweight or obese by the end of Year 6 and typically very high numbers of women do no exercise. For the TTTTL, their actions reverberate far beyond the school day and the school gates.

The **expert and ethical leadership** of the TTTTL know that happy, healthy children have better lives and life chances; they also know that happy teams will be sick less often, will be more likely to stay and will be far more productive and effective in their work. The benefit to the pupils and this community for a happy, healthy workforce are hard to quantify.

The creation of the Sports Hub is the operational driving force behind the strategic vision for healthy, happy children. Through strong **strategic governance** the management of resources has enabled the Sports Hub to serve the whole community.

//
When we asked our children why they thought someone should come to one of our schools, one child said 'because they will arrive at school with a smile on their face and leave with one too'. Children are building their confidence, communication, leadership and self-esteem."

Action

What did the Trust do to achieve their ambitions?

Now in its sixth year the Sports Hub has two key aims:

1. To provide high quality support and Continuing Professional Development (CPD) to empower all staff to deliver high quality PE lessons
2. To create opportunities for children to learn, collaborate and compete through school sports

At the heart of the Sports Hub is inclusion. Children with SEN and disabilities are provided with wide-ranging opportunities, building life skills and strong sense of achievement in the process. SEND children have specifically adapted competitions and bespoke adventure experiences so ensuring a **high quality and inclusive education** for all. Additionally, Girls Active festivals and competitions give girls the space to thrive, develop confidence and grow their communication and leadership skills.

Through considering their responsibilities from a **finance and operations** perspective, the TTLT made the decision to pool 70% of their Sport Premium funding, so creating a far greater impact across the Trust community.

Highly skilled staff from the Sports Hub are in the TTLT schools every day, ensuring all children have access to high quality PE, school sport and play, as well as working alongside teachers in PE lessons to provide expert professional development. PE leaders across the Trust also benefit from the support provided by the Sports Hub, with three schools receiving the School Games Gold Award and one receiving Platinum. One of the schools has also become the first Gold Healthy School in Newham.

Another role of the Sports Hub is to organise a programme of competitions and festivals, as well as to build a range of partnerships to enhance provision. The TTLT has become a UK Lead Partner for Major League Baseball and one school has both recently received funding to install a baseball diamond and taken part on the MLB games at the Olympic Stadium in Newham.

The Sports Hub also comes into its own outside of school hours, in supporting bespoke programmes for pupils and the community, for example, Active Learning lessons, Active Learning breaks, sports leaders, community workouts, walking clubs, holiday activity clubs and much more. With a big focus on active travel and family exercise in the playground, the TTLT is reaching into the community and bringing families into the schools.



I don't feel safe taking my children into the local parks as there are gangs and dangerous dogs. Its so nice that they can use the school playground as I don't have to worry and I know they are safe."

PARENT

Impact

What difference has been made across the trust?

1. Through the wider day to day experience and an extensive after school offer, the majority of nearly 2500 children are receiving 60 active minutes throughout their day.
2. 30 competitions with over 1500 children competing were organised through the Sports Hub last year.
3. Pupils are happier and healthier. Pupil and parental responses to questions around health and happiness are consistently 90%+ across the Trust.
4. Attendance is above national average despite a mobile population.
5. Outcomes are above national averages.
6. The PE curriculum is led by confident and well supported leaders who capitalise on networks, partnerships, pupil voice, self reflection, data and local context to ensure that curriculum is engaging and accessible for all.
7. The Sports Hub has grown to embrace 13 schools, ensuring that the wider community of children in the area benefit from all it has to offer.

The Tapscott Learning Trust

Telephone: 02031 080320

E-mail: info@TTLT.academy

// Leaders and staff have created the school's 'Curriculum K'. This combines pupils' learning in all subjects, the development of their communication skills and the promotion of their physical and mental wellbeing."

OFSTED - KENSINGTON PRIMARY
DECEMBER 2021



United Learning	Nationwide	90 schools
NOR: 70,000	Primary / Secondary / All through	Girls: 31,000 Boys: 33,000
SEND: 64,000		

// Through being a group, we can offer more to both staff and young people than any single school could offer alone. The growing range of outstanding group-wide activities that we can provide will mean that more young people will have truly exceptional and inspiring experiences."

Area Of Impact

The Strong Trust domains covered in the case study. Each case study demonstrates the School Improvement at Scale and Finance & Operation domains explicitly throughout their activities, and so the other domains have been highlighted more specifically.

Strategic governance		Expert, ethical leadership	✓
High quality, inclusive education	✓	Workforce resilience and wellbeing	
Finance & operations	✓	Public benefit & civic duty	✓
School Improvement at Scale	✓		

Vision & Rationale

What are the reasons for positioning PE, sport and play as a driver for change across the Trust and what outcomes do they hope to achieve?

United Learning's mission is to bring about "the best in everyone". As a national group of state and independent schools, the aim is for all pupils to receive the same quality of education regardless of which institution they attend. In his first year the CEO appointed a Head of Sport to work across the Group. The ambition was clear: to bring about "the best in everyone through PE and sport". **Expert and ethical leadership** identified that standards were to be raised in the subject itself, but PE and sport would also be used to support and drive whole school improvement. This meant that the core curriculum experience in each school had to be high quality and supported by an ambitious, yet inclusive co-curricular programme. It was not a question of performance versus participation - it was both. The Trust believes that research linked active young people with enhanced wellbeing and improved educational outcomes. The Trust knew that PE and sport can have a positive impact on pupils' behaviour for learning, attendance and sense of belonging. All of these are crucial variables for any school but especially when trying to turn around schools which have a track record of underachievement. United Learning believes that PE and sport can be the hook for some pupils who have most need to be in school regularly and can also be the key environment through which character education can be delivered. Strategies employed to use PE and sport to support **high quality and inclusive education** across the Trust included:

1. The PE and Health Curriculum and Assessment Framework (PEHCAF)
2. Rowing partnerships
3. Rugby partnership
4. Sport Ambassadors.

// Pupils are safe because their mental and physical wellbeing is at the forefront of all teachers' minds."

OFSTED - PARKSIDE COMMUNITY COLLEGE
APRIL 2023

Action

What did the Trust do to achieve their ambitions?

In creating the PE and Health curriculum, Heads of PE were clear that they wanted a more inclusive model with clear threads from the curriculum aims through to the assessment criteria. These strands became performance, leadership and health, enabling pupils of all abilities, prior experience and background to earn credit for their particular strengths across these three strands, and so providing a framework within which individual schools could lead through their own context.

Further to the PEHCAF curriculum, enrichment and intervention has been a key driver towards the Trust's overall aims. Where individual schools may not have the resource, the collective power of the Trust has enabled powerful partnerships to develop. For example:

- A partnership with Football Beyond Borders demonstrated the value of using sporting interventions to keep more 'at risk' young people in education and accelerate their progress in school.
- Warrington Youth Rowing and British Rowing partnerships have ensured that many pupils who might not have the same access to water can participate and experience the sport of rowing on an equal footing to other pupils nationwide.
- Rugby Football Union partnership has enabled the placement of five specialist rugby roles across the Trust to support the CPD of staff and develop their knowledge of the game and school formats, resulting in both increased participation and migration out into local clubs. A focus on girls and diverse communities has been a priority in these developments.

Another example of high quality, inclusive education through partnership and sport is the team of Sport Ambassadors. The Trust wanted all young people in its schools to be able to benefit from inspirational figures, especially sports people who could articulate how they had achieved their success and to draw parallels with the personal skills and qualities which will benefit pupils on their own educational and sporting journeys. Sport Ambassadors deliver presentations, workshops, small group discussions and Masterclasses. The team include Olympic and Paralympic athletes from a range of backgrounds and sports to reflect the range of pupils across the schools.

Impact

What difference has been made across the trust?

1. PEHCAF: launched in 2017, although under continual review, provides stability across the Trust and has positively contributed to successful OFSTED reviews and internal "excellence" reviews.
2. Rowing : over 250 pupils who may not have otherwise experienced rowing have had the opportunity to do so out on the water or through indoor rowing, with one pupil reaching the national indoor finals in London
3. Rugby: over 700 pupils have played their first fixture since September 2023 and 300 are attending new clubs at their schools weekly. Some schools have introduced rugby for the first time, others have increased their curriculum time and others have increased and strengthened clubs, fixtures, competitions and pathways. 24 new rugby festivals/tournaments have been created as part of PARIS 2024, all of which will be replicated next year as part of the sustainable legacy of the project.
4. Sport Ambassadors: reach broadly 6,000 young people every year with highly positive reviews from pupils and staff
5. PARIS 2024: is being used to develop legacy and sustainable programmes in a wide variety of sports, supporting a new drive in the co-curricular offer for United Learning targeted pupils.
6. Girls' PE and sport: is being given a particular focus through a new 'X-Elle' project which will continue into the autumn term, with new activities, visits and projects which will help to inspire more girls into PE, sport and physical activity. A new Partnership Agreement with Women in Sport and continued work with the YST continues to boost girls' engagement.



Pupils participate in a breadth of clubs and activities which enrich their physical health."

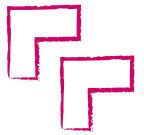
OFSTED AVONBOURNE BOYS' ACADEMY
NOVEMBER 2023

United Learning

Telephone: 01832 864 444

E-mail: enquiries@unitedlearning.org.uk

FAO Shaun Dowling (Head of Sport)



Windsor Academy Trust	West Midlands	12 Schools
NOR: 10,000	7 Primary / 8 Secondary	Girls: 49% Boys: 51%
SEND: 13.5%	PP: 27.7%	EAL: 11%

Windsor Academy Trust's dedication to improving schools for high-quality, inclusive physical education is a testament to our commitment to the holistic development of every student. Through strategic investment in Lead Practitioners, state-of-the-art facilities, and community engagement, the Trust is not just shaping academic success; it is nurturing a generation of individuals who are healthier, happier, and poised for success in every aspect of life."

Area Of Impact

The Strong Trust domains covered in the case study. Each case study demonstrates the School Improvement at Scale and Finance & Operation domains explicitly throughout their activities, and so the other domains have been highlighted more specifically.

Strategic governance	✓	Expert, ethical leadership	✓
High quality, inclusive education	✓	Workforce resilience and wellbeing	
Finance & operations	✓	Public benefit & civic duty	✓
School Improvement at Scale	✓		

Vision & Rationale

What are the reasons for positioning PE, sport and play as a driver for change across the Trust and what outcomes do they hope to achieve?

Windsor Academy Trust (WAT), is steadfast in the commitment to cultivating a transformative educational environment that goes beyond traditional academics. Central to the vision is the recognition that fostering healthier, happier and more resilient young individuals requires a comprehensive approach—one that extends beyond classroom learning.

WAT have identified five strategic 'big moves' to drive school transformation. The 'five big moves' sit at the heart of the **strategic governance** driving the Trust forward. With **expert, ethical leadership** championing PE, sport and play as integral components of the educational ethos, WAT is dedicated to creating an inclusive and supportive environment that nurtures the physical, emotional and social wellbeing of all pupils. WAT is committed to leveraging these elements as powerful drivers for positive change, ensuring that all pupils are equipped not only with academic knowledge but also with the skills and resilience needed to thrive in all aspects of their lives.

The Trust's unwavering dedication to physical education sends a powerful message to pupils, staff, parents and the community about the value placed on health, fitness and wellbeing. It emphasises that physical activity is not an optional pursuit but a vital aspect of a balanced education.

We aim to establish and maintain a consistent standard of excellence in physical education across all schools within the Trust. This involves not only meeting benchmarks but surpassing them consistently, ensuring that every student receives a **high quality and inclusive education** in physical activity.

By placing physical education at the heart of each school, WAT aims to underscore its significance as more than just an extracurricular activity. It's recognised as a fundamental component that contributes profoundly to the overall development and personal potential of every pupil.

Action

What did the Trust do to achieve their ambitions?

Curriculum

Expert Lead Practitioners in PE and Dance lead dedicated teams in the delivery of excellence through a carefully aligned curriculum. High quality practice, assessment and a wide array of PE and Dance opportunities are delivered to ensure all pupils, regardless of their starting point, are able to thrive and achieve. The unity of the Trust vision combined with the customisation of the curriculum for context and need, caters well to the diverse abilities and interest of pupils in the Trust. Assessment extends well beyond the physical elements of PE, and the holistic nature of human development is captured through well planned assessment methods.

Pupils at KS4 and KS5 have a broad array of options through vocational and academic courses in PE, Dance and Sport. Most notably pupils in the Core PE KS4 pathway choose a games, aesthetic or health and fitness pathway, so catering for all pupils through competitive sports, creative physical expression or general health through fitness and nutrition.

Cross-curricular links are made with science, food technology, PSHE and through the canteen menu.

SGOs and YST

The two SGOs hosted by WAT create a platform for engagement and drive the Leadership Academy, through which young leaders carry wide influence, through competitions and festivals and in wider day to day life in the schools and Trust wide competitions. WAT embeds several YST initiatives across its schools such as "Get Exam Fit" and the "Athlete Mentors" which are very positively welcomed by pupils.

Extra-curricular

WAT prioritises the importance of opportunities for independence and extends educational horizons through an extensive trips, tours and fixtures programme giving pupils to chance to explore new environments, gain independence and strengthen relationships. Whether it's camping, staying at an adventure centre, going abroad or being "on tour" life skills and memories are created.

Impact

What difference has been made across the trust?

1. High quality PE leading to strong results at GCSE, BTEC, CTEC and A Level
2. An extensive and popular curriculum offer
3. A developed competition framework, both internally and externally
4. A talent development programme
5. A first class fixtures, tours and trips programme including, for example, surfing at Newquay, skiing, football tours and dance trips
6. The opening of a new free school - Windsor Olympus Academy in Winson Green (sporting aptitude will cater for 10% of all admissions)
7. Increased health, happiness and resilience of pupils, with evidence to support that those attending extra-curricular activities achieve better academic outcomes.

Windsor Academy Trust

Telephone: 0121 6027594

E-mail: info@windsoracademytrust.org.uk



The championships (WAT Athletic Championships) epitomised the WAT family values of collaboration, respect, responsibility and pride in excellence, and highlighted the incredible talent and passion of our students further strengthening our collective commitment to fostering excellence in sport and education."