

# Curriculum Sports Programme



Department of  
**Education**

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AN ROINN  
**Oideachais**

MÄNNYSTRIE O  
**Lear**



July Report  
2016

# CONTENTS

Contents .....	2
Introduction .....	3
Section 1: Curriculum Sports Programme Overview .....	4
1.1 Irish FA Primary School Coaches.....	4
1.2 Number of Schools .....	5
1.3 Number of Children.....	6
1.4 Breakdown of Class Type.....	7
Section 2: Curriculum Sports Programme Evaluation .....	8
2.1 Pupil Baseline Measurements .....	8
2.2 Teacher Evaluation .....	19
2.3 Teachers Feedback.....	27
2.4 School Principal Evaluations .....	30
2.5 School Principal Feedback .....	39
2.6 Case Studies .....	41
Section 3: Curriculum Sports Programme Initiatives .....	44
3.1 Player of the Week .....	44
3.2 Irish FA Website .....	44
3.3 Literacy/Numeracy/Science/World Around Us Worksheets .....	44
3.4 End of Year Festivals.....	44
3.5 Fit Families Project .....	45
Conclusion .....	46
Appendices .....	47

## INTRODUCTION

The Curriculum Sports Programme is aimed at Primary 1 to Primary 4 pupils and seeks to improve their health and wellbeing and encourage them to embrace a healthy lifestyle from a young age. The main aims of the programme are:

1. To develop Fundamental Movement Skills through participation in enjoyable games.
2. Help raise confidence, self-esteem and motivation to learn in other curricular areas.
3. Raise the confidence of, and provide support to, primary teachers in delivering Physical Education.

The Irish FA has 27 Primary School Coaches working closely with the class teacher in delivering a physical literacy programme to primary classes. The class teacher is expected to engage in the planning and review with the Primary School Coach, must be present and participate during all lessons to support their own development, and should follow up as appropriate in their teaching.

The schools involved in the programme are expected to work closely with the Primary School Coach to clarify expectations, roles and support between all parties. Teachers and Principals are also expected to contribute to the overall programme evaluation process. The Irish FA Primary School Coaches worked with their selected schools and subsequent classes for the full academic year delivering a series of lessons that lasted 40 minutes on average and often consisted of cross-circular themes.

The programme focuses on Foundation Stage (Primary 1 and 2) and Key Stage 1 (Primary 3 and Primary 4). These are the vital years for learning the basic Fundamental Movement Skills of agility, balance, coordination, speed, running, jumping, catching, kicking and striking. Lessons take place during curriculum time in support of the Physical Education Curriculum and sessions can take place in both the classroom and sports hall.

Studies have shown that children who fail to develop Fundamental Movement Skills are three times less active than skilful children of the same age. Children who develop sound Fundamental Movement Skills are more likely to develop the confidence and self-esteem they need to take part in physical activity and sport. These children are also more likely to maintain an active and healthy lifestyle, thereby improving health and reducing the risk of obesity.

The following report will provide an in depth analysis of the Irish FA Curriculum Sports Programme in the 2015/2016 academic year and attempt to provide thorough evaluations of the impact across pupils, teachers and schools.

# SECTION 1: CURRICULUM SPORTS PROGRAMME OVERVIEW

## 1.1 Irish FA Primary School Coaches

During the 2015/2016 academic year the Irish FA employed 27 full time Curriculum Sports Programme coaches. All coaches employed held a University Degree in a relevant sports related discipline and/or a Post Graduate Certificate of Education (PGCE) within Physical Education. All coaches were also required to possess up to date relevant coaching qualifications, child protection and first aid qualifications, experience in coaching Foundation and Key Stage 1 aged children and also an in depth knowledge of the Northern Ireland Revised Curriculum.

The coaches are geographically spread around the country as shown below in Figure 1. The coaches therefore cover all of the latest Super Councils within Northern Ireland with at least one coach in each area and a minimum of 4 coaches in each of the five Education and Library Boards.

Figure 1- Primary School Coaches Location



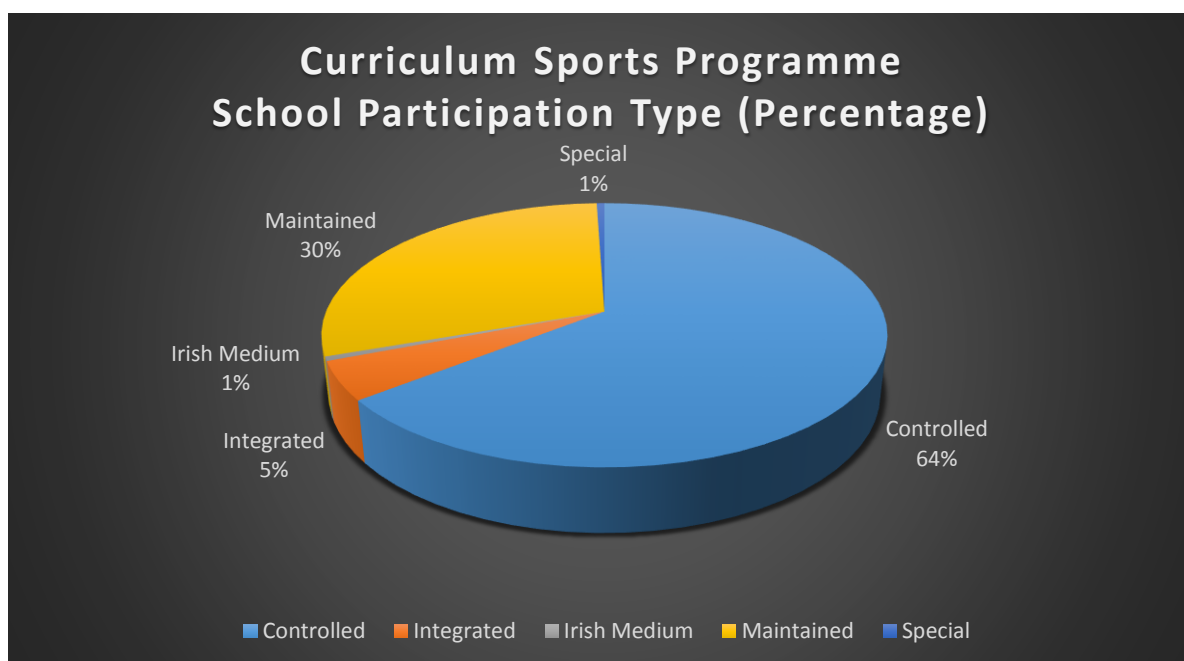
## 1.2 Number of Schools

The Curriculum Sports Programme delivered 877 sessions a week in 191 Primary Schools to 18,554 pupils. The breakdown of the number of and school type is shown below in Figure 2 and reflected in percentage terms in Graph 1.

Figure 2: Total Number of Schools

Controlled	Integrated	Irish Medium	Maintained	Special
123	9	1	57	1
Total Number of Schools - 191				

Graph 1: School Participation Type (Percentage)



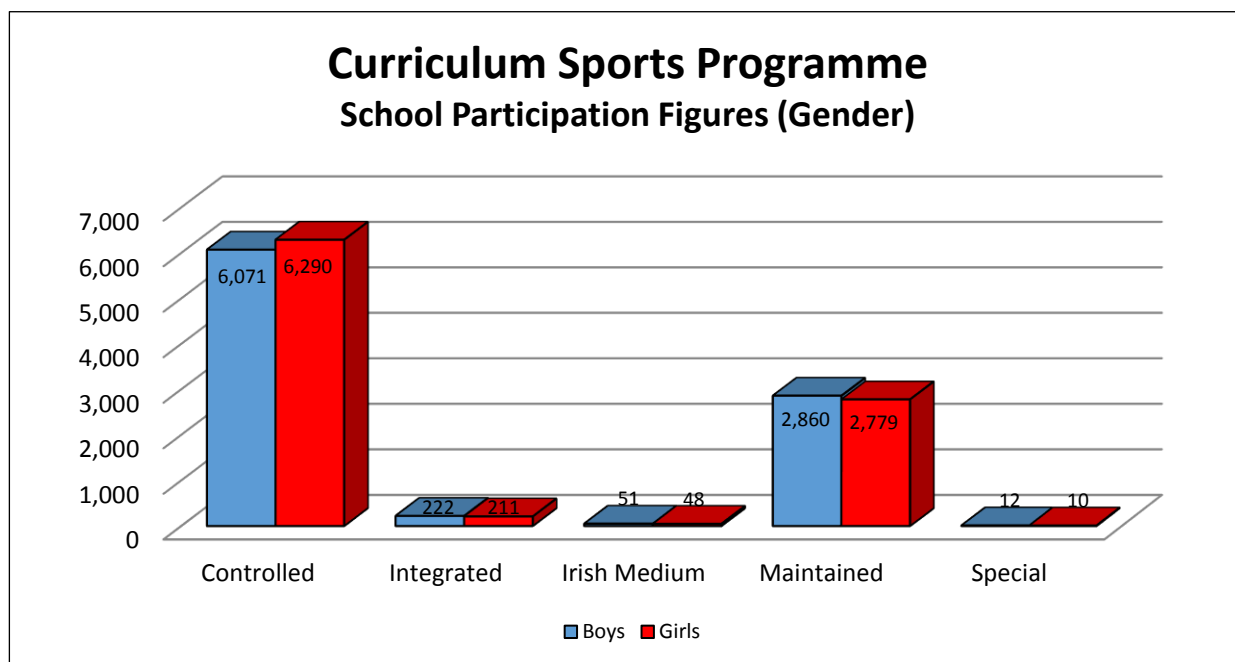
### 1.3 Number of Children

The Curriculum Sports Programme was delivered to a total number of 9,216 boys and 9,338 girls each week. The total figures are shown below in Figure 3 and the breakdown per school type is reflected in Graph 2.

Figure 3: Total Number of Children

Total Number of Boys	Total Number of Girls
9,216	9,338
Total Number of Children - 18,554	

Graph 2: School Participation Figures (Gender)



The figures above identify that across all Education types that both boys and girls equally received specialised coaching from our Irish FA Primary School Coaches. This is particularly pleasing for ourselves as the growth of the local female domestic league is dependent on increasing opportunities for young girls to get involved and create a clear pathway from youth to senior level.

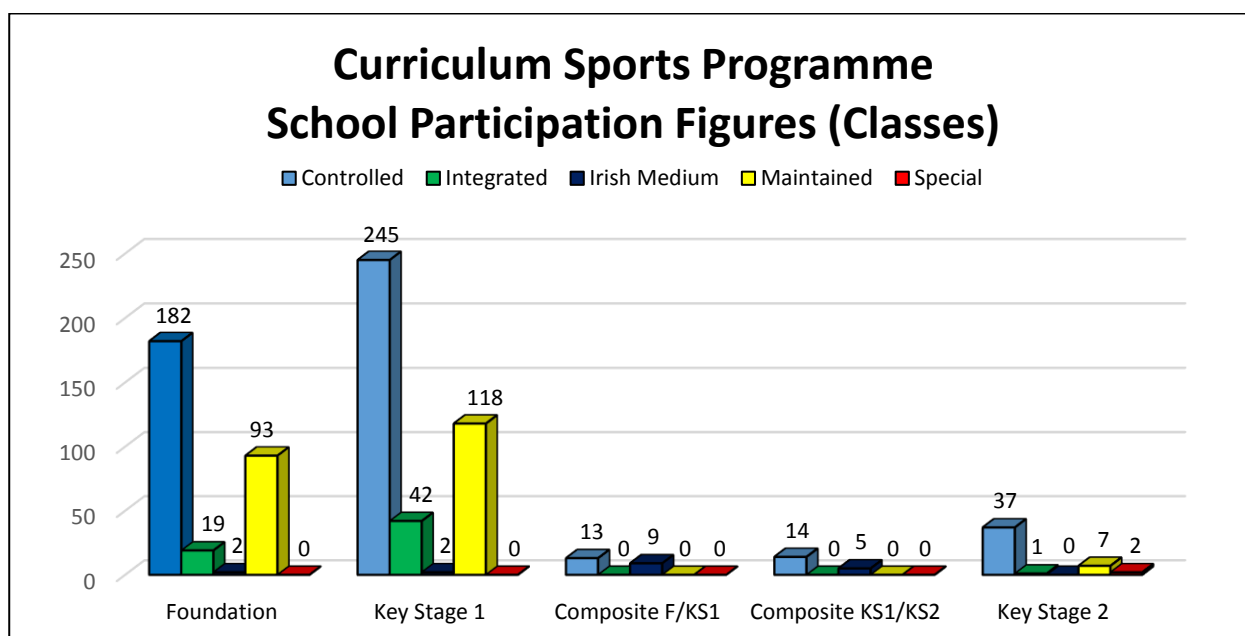
## 1.4 Breakdown of Class Type

The breakdown of the delivered Curriculum Sports Programme classes per week is depicted in Figure 4. The information highlights the total number of classes delivered per week by class type. Graph 3 provides a greater visual representation of school participation figures by type of class.

Figure 4: Total Number of Classes

Type	Foundation	Key Stage 1	Com F/KS1	Com KS1/KS2	Key Stage 2
Controlled	182	245	13	14	37
Integrated	19	42	0	0	1
Irish Medium	2	2	9	5	0
Maintained	93	118	0	0	7
Special	0	0	0	0	2

Graph 3: School Participation Figures (Classes)



## SECTION 2: CURRICULUM SPORTS PROGRAMME EVALUATION

### 2.1 Pupil Baseline Measurements

In order to reflect the impact of the Curriculum Sports Programme all primary school coaches were asked to measure key attributes which are essential to developing boys and girls at the fundamental stages. In order to test accurately the 27 Primary School Coaches recorded the tests at the start of the programme and on completion. The physical skills involved were agility, balance and co-ordination alongside more football specific tests such as passing and dribbling. (Please see the appendix for a diagram of each test).

Each Irish FA Primary School Coach conducted the testing protocol in 3 of their schools and tests were conducted with children from both Foundation and Key Stage 1 levels. A total of 75 schools and 300 pupils took part in the baseline measurement tests (Foundation – 150 & Key Stage 1 – 150) which equates to 1.6% of the participants involved in the programme for the 2015/2016 academic year.

Tests were first carried out in September 2015 and again in June 2016. The time between tests was a maximum of 42 weeks and a minimum of 40 weeks. Each test will be explained in more detail below and the results will be analysed.

The Key skills required in order to complete the tests are as follows:

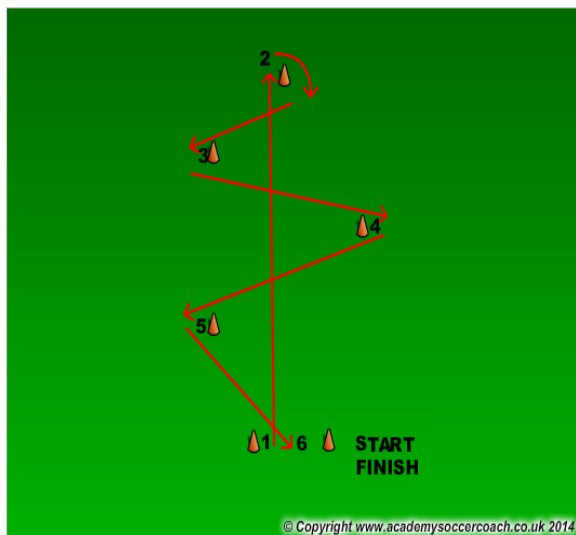
- **Balance** – the ability to maintain equilibrium when stationary or moving (i.e. not falling over) through the coordinated actions of sensory functions (eyes, ears and the proprioceptive organs in the joints)
- **Static Balance** – the ability to retain the centre of mass above the base of support in a stationary position
- **Dynamic Balance** – the ability to maintain balance with body movement
- **Speed** - the ability to move all or part of the body quickly
- **Strength** - the ability of a muscle or muscle group to overcome a resistance
- **Co-ordination** – the ability to control the movement of the body in co-operation with the body's sensory functions
- **Technical**- ball mastery whilst under pressure



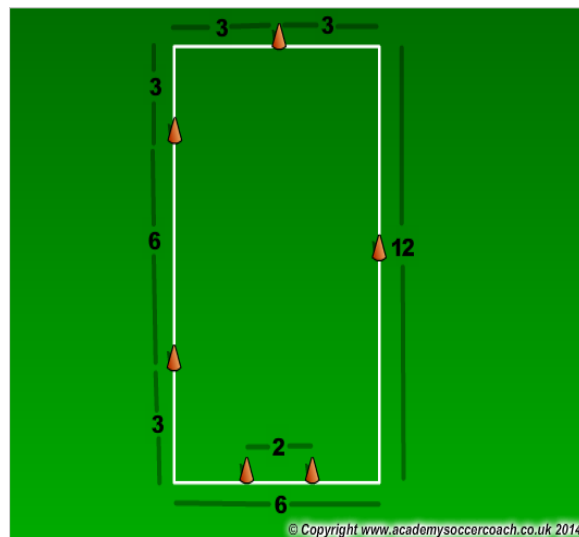
# Test 1: Agility Test

## Agility – Modified Zig-Zag Test

Course Path



Course Measurements



### Equipment

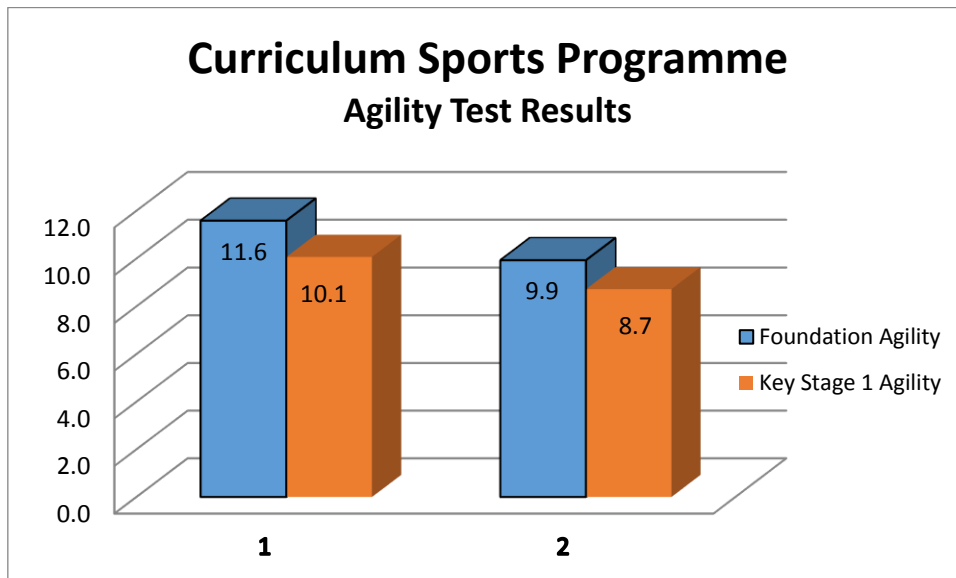
- 6 cones
- Stopwatch
- Measuring tape

### Procedure

Set the cones out as pictured above. Pupil must complete the course as quickly as possible. On 'Go' pupil sprints straight and around the left side of the cone furthest away. On their way back the pupils must zig zag around the cones in order as indicated above. Pupils must go around each of the cones and will finish with a sprint through the two start cones. The pupil's time is recorded to 1 decimal place e.g. 12.8s.

Graph 4 shows the average agility test score for Test 1 and Test 2 for both the pupils in the Foundation Stage and Key Stage 1.

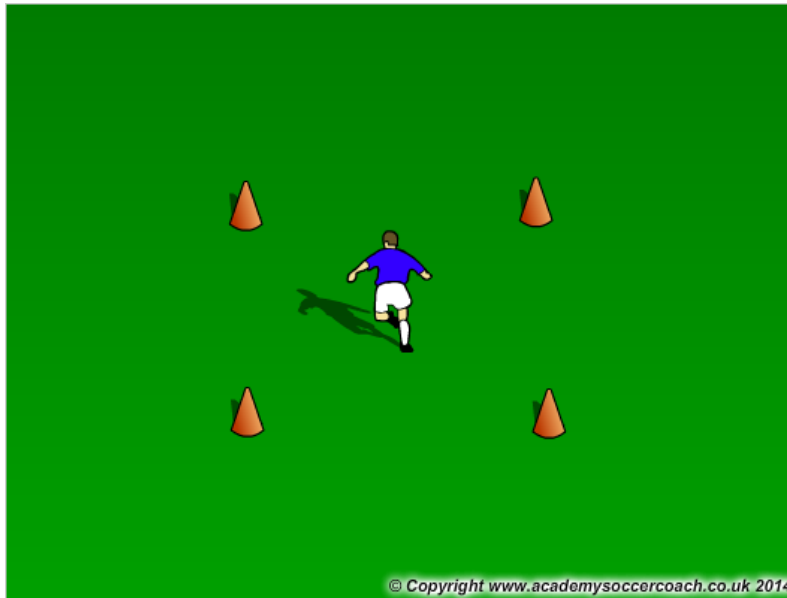
Graph 4: Agility Test Results



Graph 4 clearly highlights that both age groups improved their average score. The Foundation age group improved from 11.6 to 10.1, which is a decrease of 1.5 seconds. The Key Stage 1 age group improved from 9.9 to 8.7, which is a decrease in 1.2 seconds. This decrease in score demonstrates that, over a matter of 9 months or less, pupils initiated the responses at a faster rate through quicker reaction time, improved efficiency of movement and increased speed, strength and co-ordination.

## Test 2: Balance

### Standing Balance Test



The second measurement carried out was a 'Standing Balance Test' which was designed to assess static balance. Static balance is described as the ability to maintain control of a position whilst remaining stationary.

### Equipment

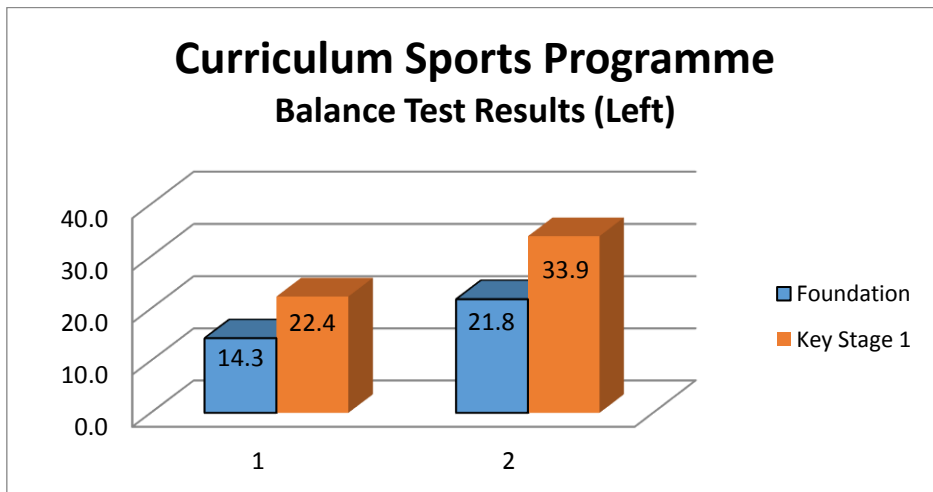
- Stopwatch

### Procedure

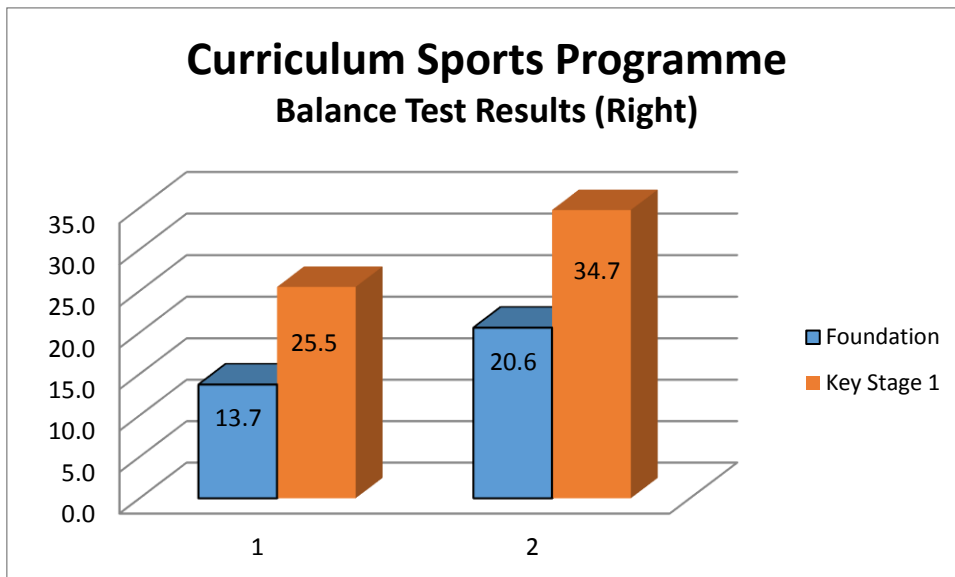
The pupil stands on one leg for as long as possible. The timing stops when the elevated foot touches the ground or the person hops or otherwise loses their balance position. The better of their two attempts is recorded. Repeat the test on the other leg. The pupil's best times on each leg are recorded (Times recorded to 1 decimal place). When balancing the pupils elevated leg should not be touching their standing leg.

Graph 5 and Graph 6 show the average balance test score for Test 1 and Test 2 for both the pupils in the Foundation Stage and Key Stage 1 and on both the right and left foot.

Graph 5 Balance (Left)



Graph 6 Balance (Right)



Graph 5 and Graph 6 underline that both age groups significantly improved their average score for both the right and left foot. The Foundation age group improved from 14.3 to 21.8 with the left foot, which is an increase of 7.5 seconds. The right foot score improved from 13.7 to 20.6, which is an increase of 6.9 seconds. The Key Stage 1 age group improved from 22.4 to 33.9 with the left foot, which is an increase of 11.5 seconds. The right foot score improved from 25.5 to 34.7, which is an increase of 9.5 seconds.

These increases in scores clearly demonstrate that the pupils improved their ability to maintain control of a position whilst remaining stationary.

## Test 3: Coordination

### Coordination - Toe Taps



### Equipment

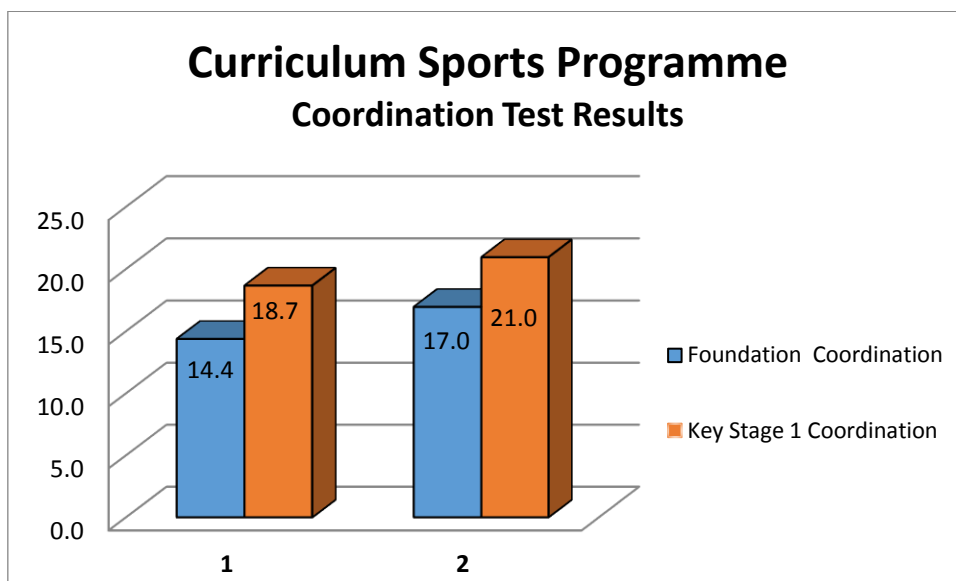
- 4 cones
- One size 3 leather football
- Stopwatch

### Procedure

The pupil will stand over the ball, in the centre of the 4x4 yard area. The pupil will perform as many toe taps as they can in 20 seconds, alternating feet, and using the sole of their shoes. Any attempted toe taps that do not touch the ball will not be counted. If the pupil/ball leaves the 4x4 area, they may use their hands to lift the ball back to the centre of the area and continue with their turn. The pupil will get two attempts and the better of these attempts are recorded.

Graph 7 shows the average co-ordination test score for Test 1 and Test 2 for both the pupils in the Foundation Stage and Key Stage 1.

Graph 7: Coordination Test Result



Graph 7 shows that both age groups improved their average score. The Foundation age group improved from 14.4 to 17.0, which is an increase in 2.6 touches for 20 seconds. The Key Stage 1 age group improved from 18.7 to 21.0, which is an increase in 2.3 touches for 20 seconds. This increase in score demonstrates that the pupils initiated the responses at a faster rate and improved efficiency of movement.

The Key Stage 1 group showed greater improvement than the Foundation group between both tests which would be expected with the difficulty of this task.

## Test 4: Dribbling

### Dribbling Test – Slalom



### Equipment

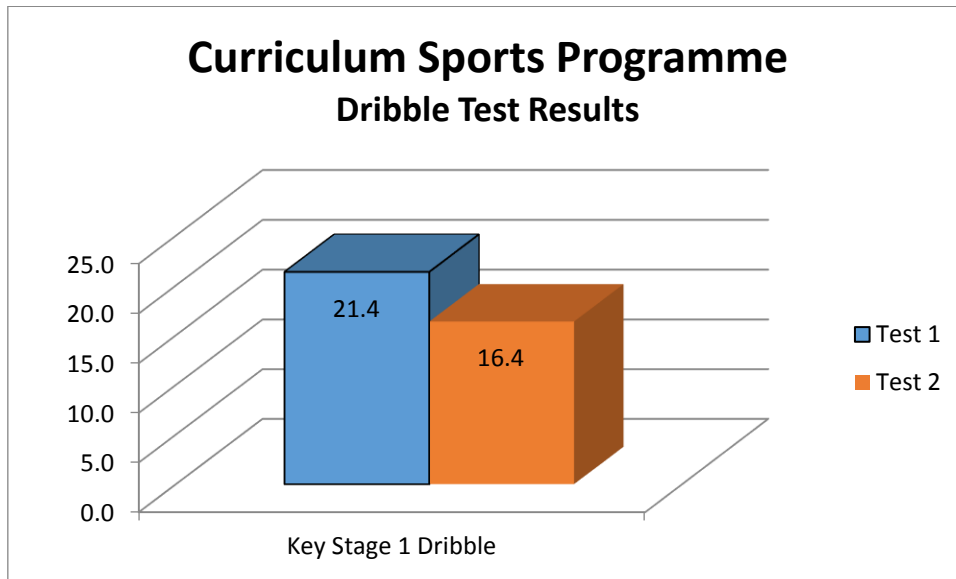
- One size 3 leather football
- 6 cones
- Stopwatch
- Measuring tape

### Procedure

Place cones as pictured above (total distance 8 yards). On 'Go' pupil must dribble the ball, using only their feet, through each of the 2 yard gates in order. When the pupil reaches the top cone, they must dribble around the top cone and turn and dribble back through each of the gates. If a gate is missed the pupil must dribble back to the gate they have missed and continue. The time is stopped when the pupil dribbles the ball through the two start cones.

Graph 8 shows the average dribbling test score for Test 1 and Test 2 for pupils in Key Stage 1.

Graph 8: Dribble Test Results



Graph 8 shows that the Key Stage 1 age group improved from an average score of 21.4 seconds to 16.4 seconds. This is a decrease of 5 seconds to complete the dribble circuit. This improvement in score demonstrates that the pupils developed an improved ability to control the ball whilst dribbling and improved their speed whilst running with the ball.



## Test 5: Passing

### Passing Test



### Equipment

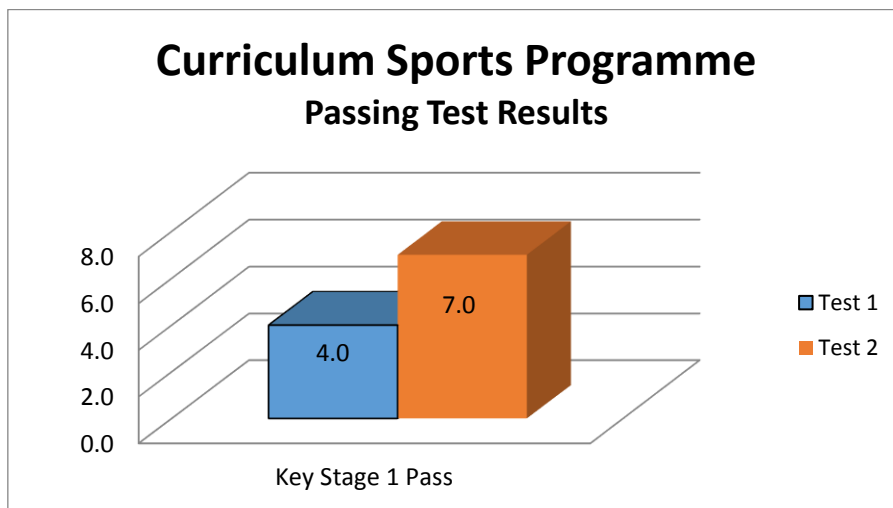
- One size 3 leather football
- Cones
- Measuring tape

### Procedure

Pupils start between two start cones and have 10 attempts to pass the ball through the target gate (5 attempts with left foot and 5 attempts with right foot). Pupils are instructed to complete the passes remembering to use correct technique. Pupil scores a point only if the pass goes through the gate without touching the cones and if the pass is executed using the inside of the foot.

Graph 9 below shows the average passing test score for Test 1 and Test 2 for the Key Stage 1 pupils.

Graph 9: Passing Test Results



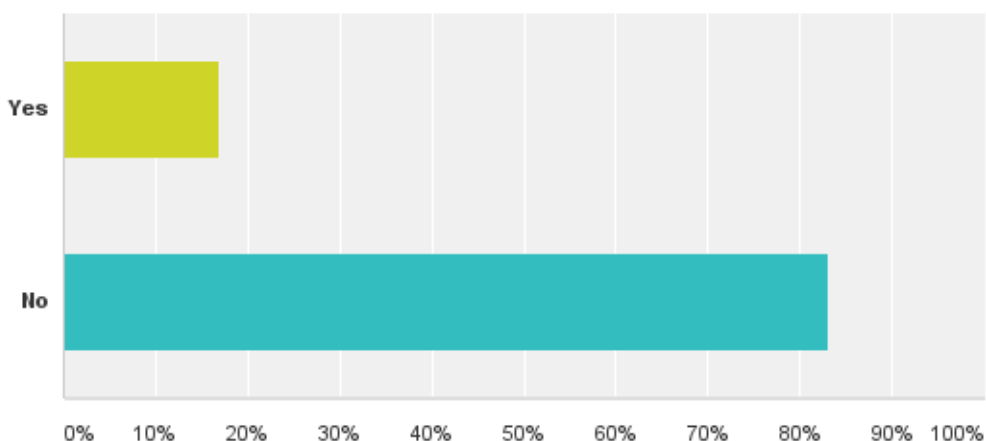
Graph 9 illustrates a significant average improvement for the Key Stage 1 age group. Scores improved from 4.0 to 7.0, which is an increase in 3.0 passes from 10 attempts. This increase in score demonstrates that the pupils developed an improved passing technique, increased concentration and subsequent passing accuracy. This improvement is very pleasing when the time period between tests is considered.

## 2.2 Teacher Evaluation

At the end of the 2015/2016 academic year all teachers involved in the Curriculum Sports Programme were provided with an end of year Teacher Evaluation Form to monitor the relevance and effectiveness of the programme for them and also to provide comments in order to improve the programme moving forward. Teachers were given the option of either completing a paper evaluation form or an online version. A total of 130 teachers responded and below is the analysis of these responses. (Please see the appendix for a sample of the Teacher Evaluation Form).

### Would you describe yourself as a Physical Education Specialist?

Answered: 130 Skipped: 1

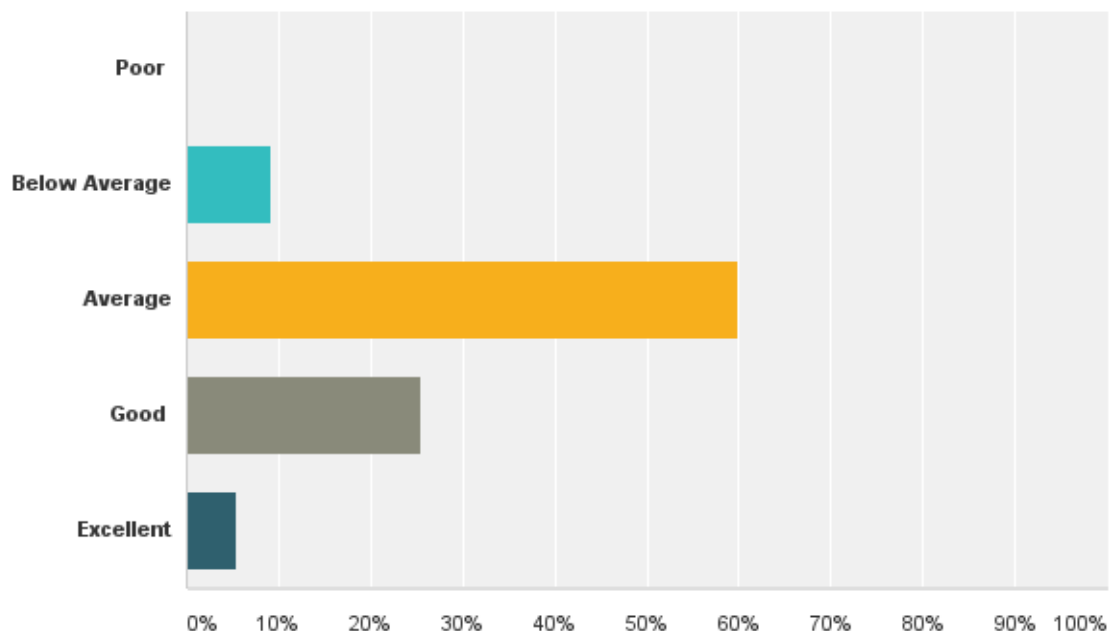


Response	Frequency	Percentage
Yes	22	16.9%
No	108	83.1%
Total 130		

Amongst the teachers involved in the Curriculum Sports Programme only 16.9% described themselves as Physical Educationalist specialist. Compared to last year's results of 12.1% there has been a slight improvement which is positive in regards to the programme as the aim is to develop teachers so they feel competent. The statistic that highlights the need for the programme to continue is that 83.1% feel they are not specialised to help deliver the fundamentals at this stage. This highlights the need for the programme and the value in upskilling teachers.

## At the beginning of the 2015/16 school year describe your understanding of Physical Literacy/ Fundamental Movement Skills.

Answered: 130 Skipped: 1

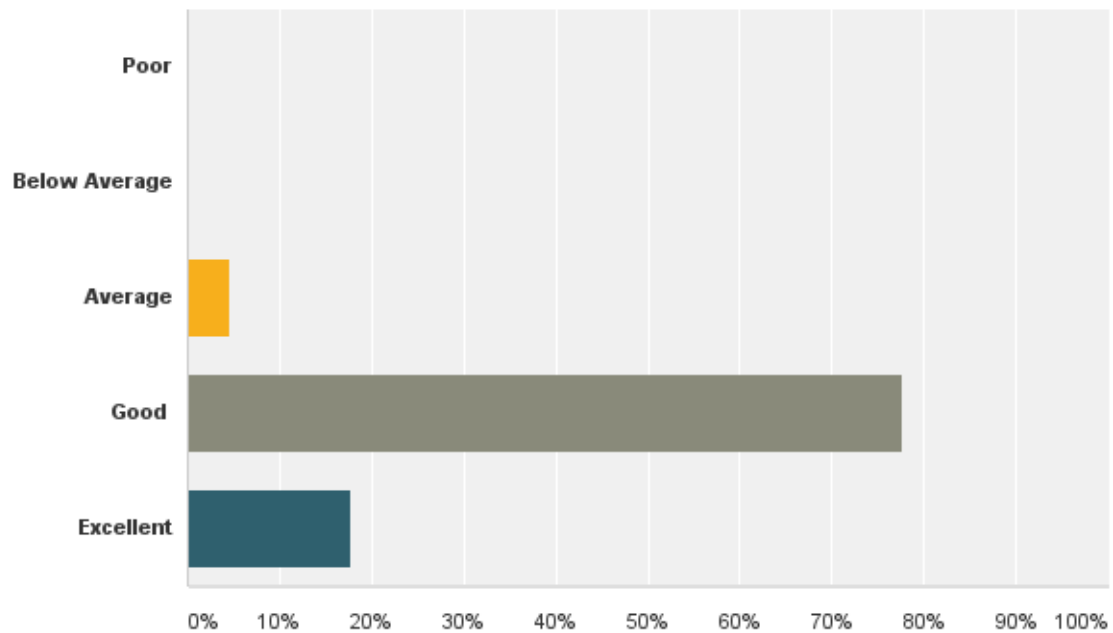


Answer Choices	Frequency	Percentage
Poor	0	0.0%
Below Average	12	9.23%
Average	78	60.00%
Good	33	25.38%
Excellent	7	5.38%
Total	130 Replies	

A large proportion of the respondents (69%) described their understanding of physical literacy and Fundamental movement skills as average to poor. This figure once again indicates how unaware teachers are of the programme and the continued need for investment to insure children throughout Northern Ireland are receiving the necessary foundation in order to develop through their teachers own Physical Education lessons once the programme is no longer available.

## At the end of the 2015/16 school year describe your understanding of Physical Literacy/Fundamental Movement Skills.

Answered: 130 Skipped: 1

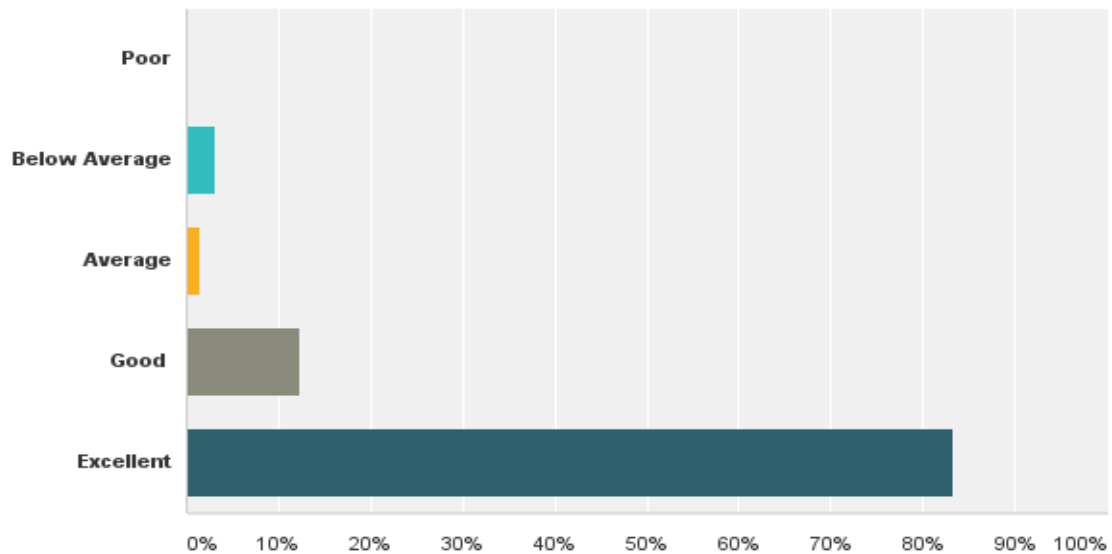


Answer Choices	Frequency	Percentage
Poor	0	0%
Below Average	0	0%
Average	6	4.6%
Good	101	77.69%
Excellent	23	17.69%
Total		130 Replies

Within an academic year the program has enhanced to 94% of teachers who feel they have a good or excellent understanding of the Physical Literacy/Fundamental movement skills. As the previous chart shows the majority 69% had a score of poor to average of the program. Therefore, in terms of teacher development there has been a vast improvement which is essential for the sustainability of the programme and the long term goal being that the teachers will be able to deliver similar sessions without the support of a Primary School Coach.

## How would you rate the level of support the Irish FA Primary School Coach provided to you during the school year?

Answered: 131 Skipped: 0

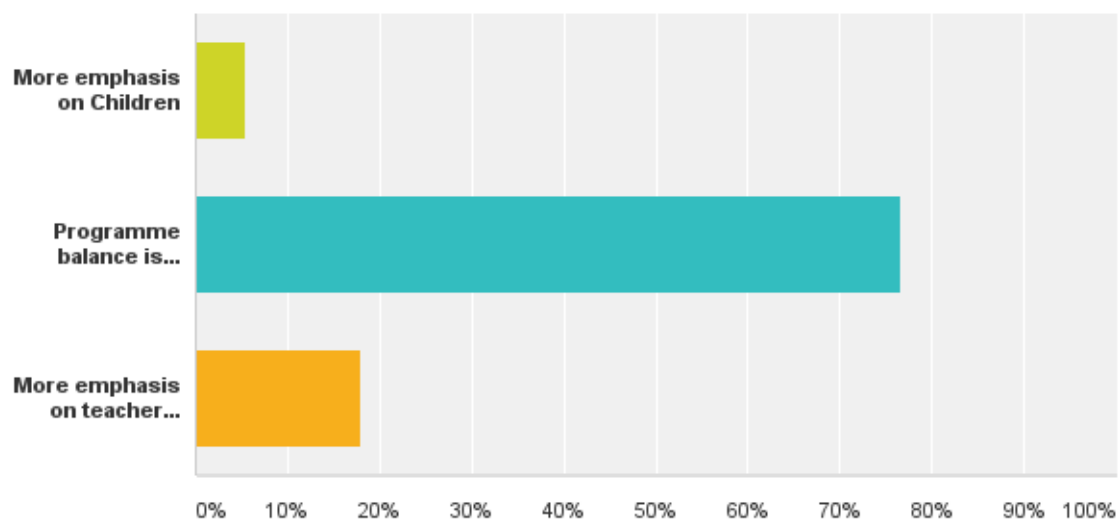


Answer Choices	Frequency	Percentage
Poor	0	0%
Below Average	4	3.05%
Average	2	1.53%
Good	16	12.21%
Excellent	109	83.21%
Total		131 Replies

From the 131 teachers surveyed 95% believed the Irish FA Primary school coach provided Good to Excellent support for the teachers during the school year. This statistic would link to the previous question and would point to the support of the Irish FA Primary School Coach as significant in the teachers understanding of Physical Literacy and Fundamental Movement Skills.

## Do you feel there should be more emphasis put on teacher support within the Curriculum Sports Programme?

Answered: 128 Skipped: 3

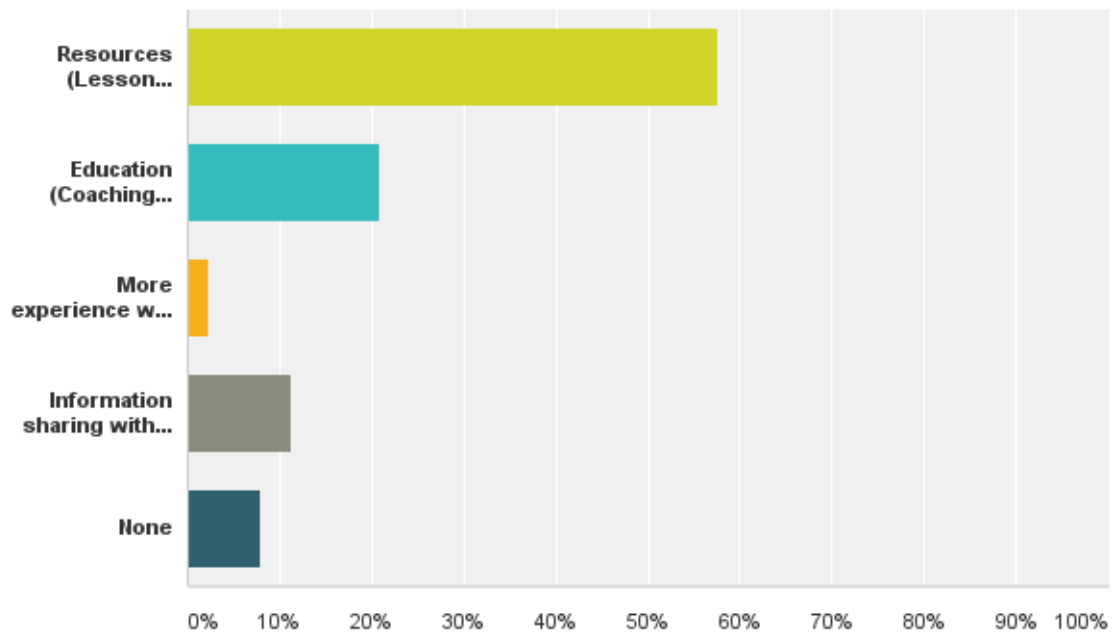


Answer Choices	Frequency	Percentage
More emphasis on Children	7	5.47%
Programme balance is correct	98	76.56%
More emphasis on teacher development	23	17.97%

The response to this question would suggest that the majority of teachers involved in the Curriculum Sports Programme (76.56%) thought that the balance of the programme was correct. This further highlights that the current programme is delivering to target and that provision is balanced between being pupil and teacher focused. The 17.97% of teachers that suggested the programme should provide more emphasis on teacher development is a strong reminder that improvements can still be made and that there is still scope to improve on how the programme can further benefit teachers in their delivery of the Physical Education Curriculum.

## What further assistance would you require in order to improve your Physical Education delivery?

Answered: 125 Skipped: 6



Answer Choices	Frequency	Percentage
Recourses (Lesson plans, video content etc.)	72	57.6%
Education (Coaching awards)	26	20.80%
More experience with corrective feedback	3	2.40%
Information sharing with other teachers	14	11.20%
None	10	8.00%
<b>Total</b>	<b>125</b>	

The next set of results highlight the Irish FA's need to promote the Curriculum Sports Programme Fronter page. Available on this resource is lesson plans, video content and sessions that can be delivered during Physical Education sessions. 57.6% identified this as a necessity in order to improve delivery and educate teachers. The page is still being improved and a strategic plan is in place to encourage every teacher to access the page regularly so as the programme is leaving a true legacy within schools.

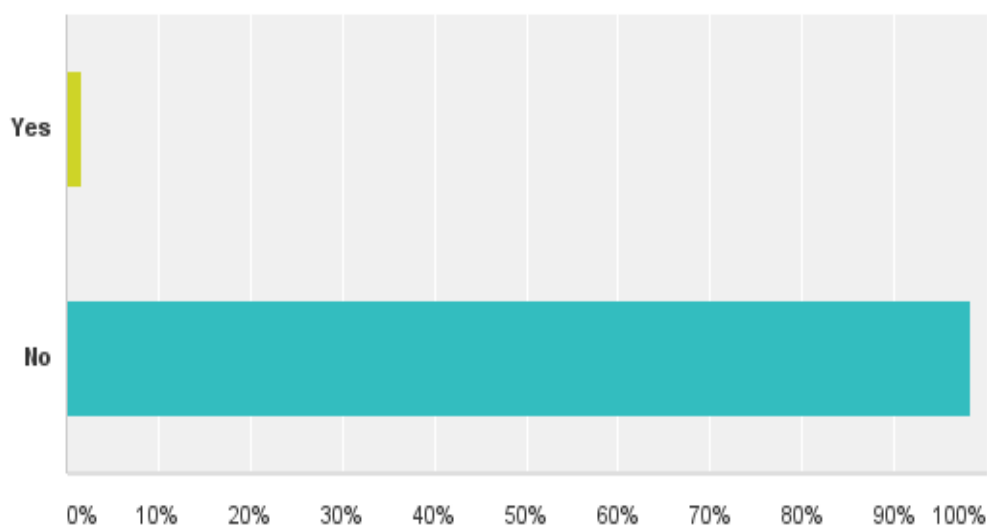


Within the Fronter there is also the opportunity for teachers to discuss and hold meetings with fellow experts and other teachers via our online platform. We hope this will address the 11.2% who requested Information sharing with other teachers as a requirement in order to improve delivery.

The teachers are also invited to all the IFA coaching awards and are encouraged to attend. The thought behind this is that it will encourage teachers to become more proactive when it comes to Physical Education and as an organisation our aim is strengthen all coaches with the appropriate coach education.

## Have you accessed the Curriculum Sports Programme Fronter page?

Answered: 127 Skipped: 4



Answer Choices	Responses
Yes	1.57%
No	98.43%
Total 127	

The Irish FA and the Ulster GAA have created a resource programme through C2KNI that will provide all teachers in Northern Ireland with online access to Physical Literacy and Fundamental Movement Skill resources. Both Governing Bodies believe that this will be a major step in creating a legacy for Primary School Physical Education delivery in Northern Ireland.

As mentioned previously in order for the Primary School Coaches to develop so they can deliver their own coaching an online resource is essential. The aim of the Primary School manager and staff this year is to better educate teaches on the importance of using this platform to improve Physical Education delivery. 98% confirm that they have never accessed the page and the target for next year is to reduce this to below 50% and in time insure every teacher is aware of this worthwhile resource.

## 2.3 Teachers Feedback

1 - I have found these sessions to well planned and carried out. The class loved going to football each week and enjoyed participating in all of the games and activities. Super development of the children's motor skills! Nathan was brilliant with all of the pupils.



2 - An excellent programme delivered by a very experienced and competent coach, Gareth. Gareth's lessons were extremely well organised and he encouraged all children to try their best and develop to their full potential. He has a very caring nature and showed great compassion and understanding of children with learning difficulties.



3 - My pupils really loved learning more about football. The Fundamental Movement Skills helped in all areas of PE with balance and co-ordination etc. Michael and Nathan were skilled in their field and were able to coach, demonstrate and instruct very well. Lessons were pitched at the right level for Y3 pupils and they definitely benefited from lessons. The lessons were fun, interactive and got heart rates moving! Would absolutely recommend this coaching.



4 - Super programme, coach was very organised and had an excellent rapport with all the children. I really enjoyed working with him, enjoyed the programme and very thankful for his support. The children gained a lot from his teaching. Thank you



5 - The programme provided has increased the children in my class ability to concentrate, follow instructions, improve their physical ability, sensory needs have been met, their confidence has increased and overall enjoyment of sport.



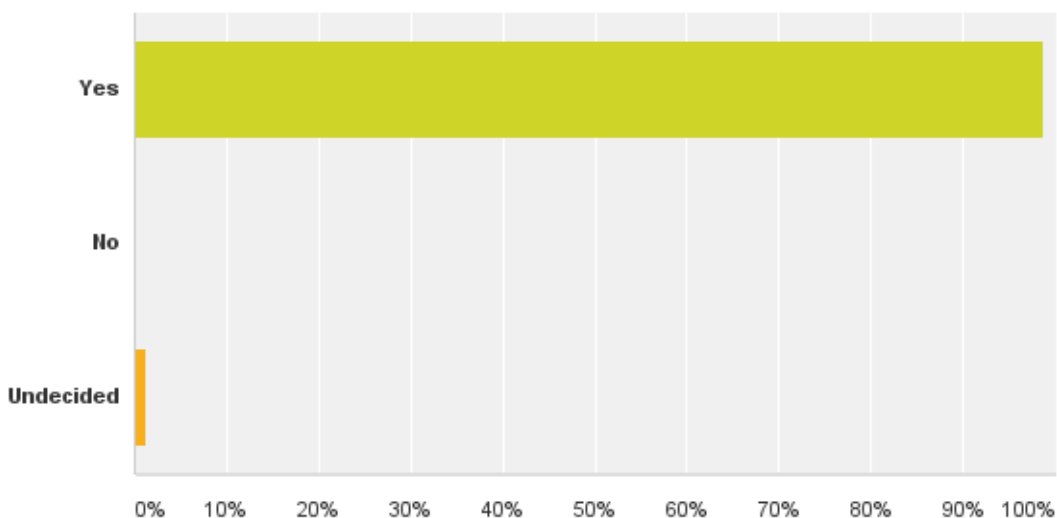
6 - This programme was fantastic! My class absolutely loved going to every session with our coach Damian - he had a lovely approach and manner with the children and his enthusiasm was so evident every session. He developed an excellent rapport with the children and lessons were structured and fun! Excellent content and coaching. Thank you Damian

7 - This programme was delivered very professionally by the coach. Lesson objectives were clear and there were always ideas suggested by the coach to approach things in different ways for particular children. Literacy and numeracy were integrated into lessons and perhaps most importantly, the children enjoyed the programme.

## 2.4 School Principal Evaluations

### Do you feel that the Curriculum Sports Programme has benefited the pupils in the area of Physical Literacy / Fundamental Movement Skills?

Answered: 77 Skipped: 0

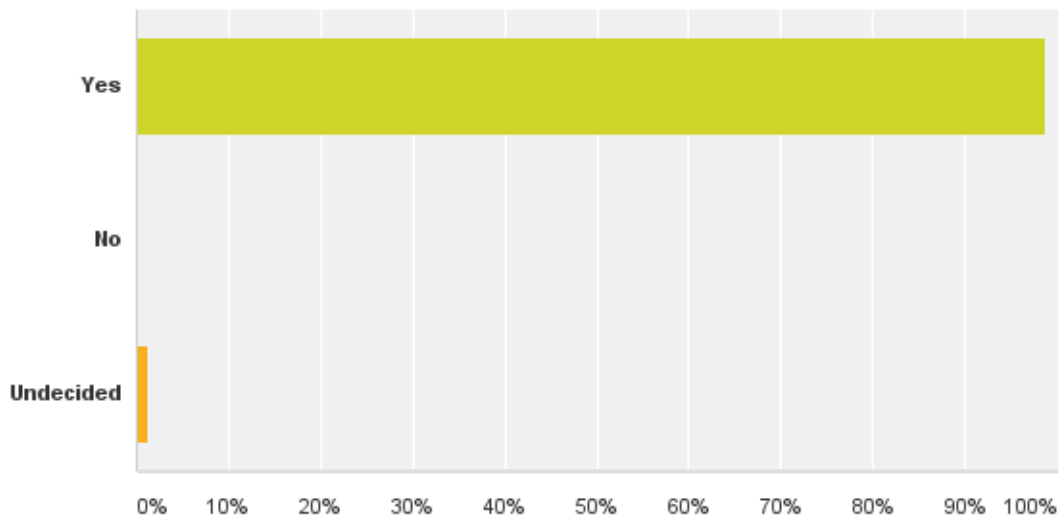


Answer Choices	Responses
Yes	98.7%
No	0.00%
Undecided	1.30 %
Total 77	

The response above is comprehensive evidence that School Principals (98.7%) believe that the Curriculum Sports Programme has benefited their pupils in the area of Physical Literacy/Fundamental Movement Skills. This result indicates that teachers are aware of the need for the programme and they can identify the improvements throughout the academic year.

## Do you feel the Curriculum Sports Programme has benefited the pupils in the area of self confidence/esteem?

Answered: 77 Skipped: 0

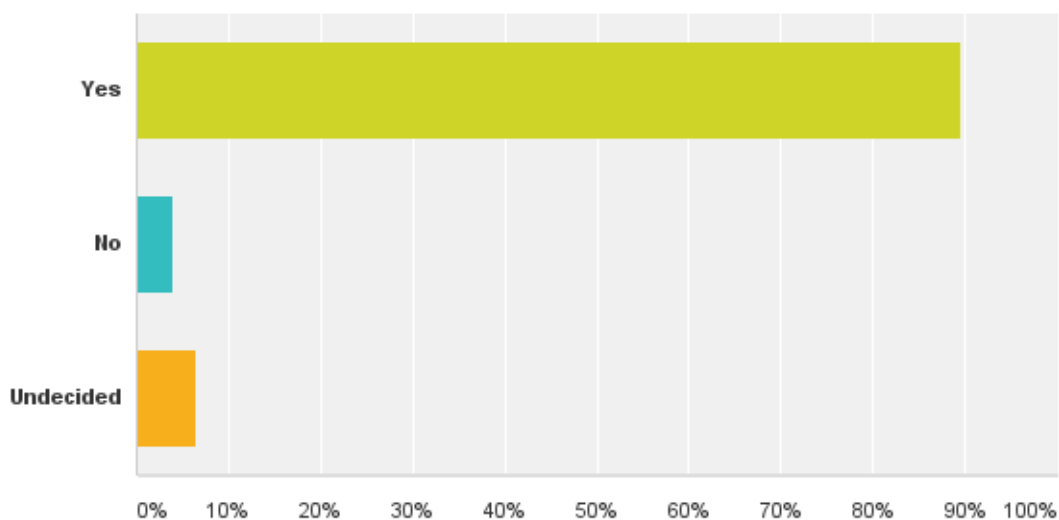


Answer Choices	Responses
Yes	98.7%
No	0.0%
Undecided	1.3%
Total 77	

The response above is strong evidence that School Principals (98.7%) believe that the Curriculum Sports Programme has benefited their pupils in the area of self-confidence/esteem. This view is also supported in the comments provided by School Principals in the evaluation forms. Some of these comments are documented within this report.

## Do you feel the that the Curriculum Sports Programme has benefited the pupils in the area of cross curricular development?

Answered: 77 Skipped: 0



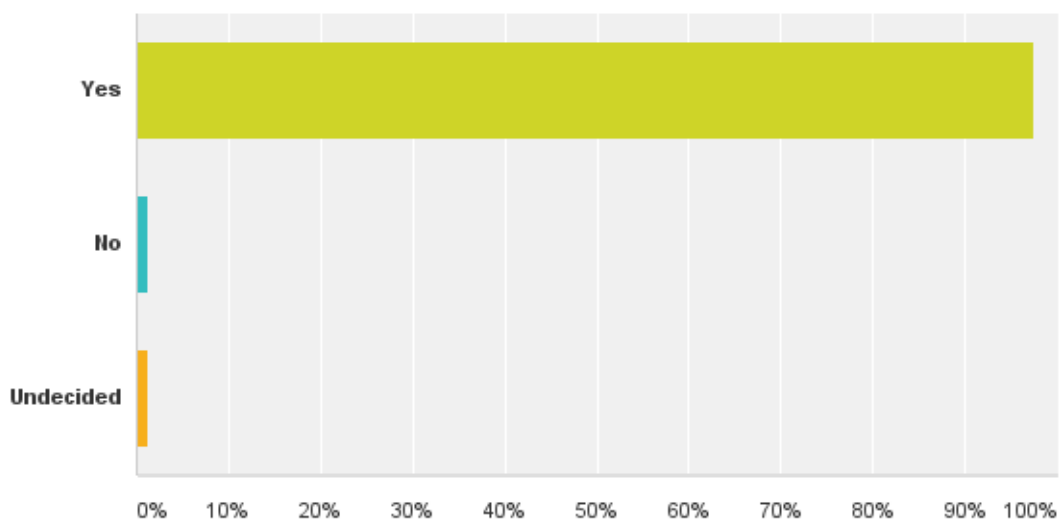
Answer Choices	Responses
Yes	89.61%
No	3.9%
Undecided	6.49%
Total 77	

The response above is comprehensive evidence that School Principals (89.61%) believe that the Curriculum Sports Programme has benefited their pupils in the area of cross curricular development. Only three School Principal answered “No” to this question and five responded “Undecided”. Although these responses are a small percentage they are still a reminder that improvements can still be made and that there is still scope to improve on how the programme can be used to develop cross circular themes.



## Do you feel that the Curriculum Sports Programme has improved/ enhanced your school Physical Education programme?

Answered: 77 Skipped: 0

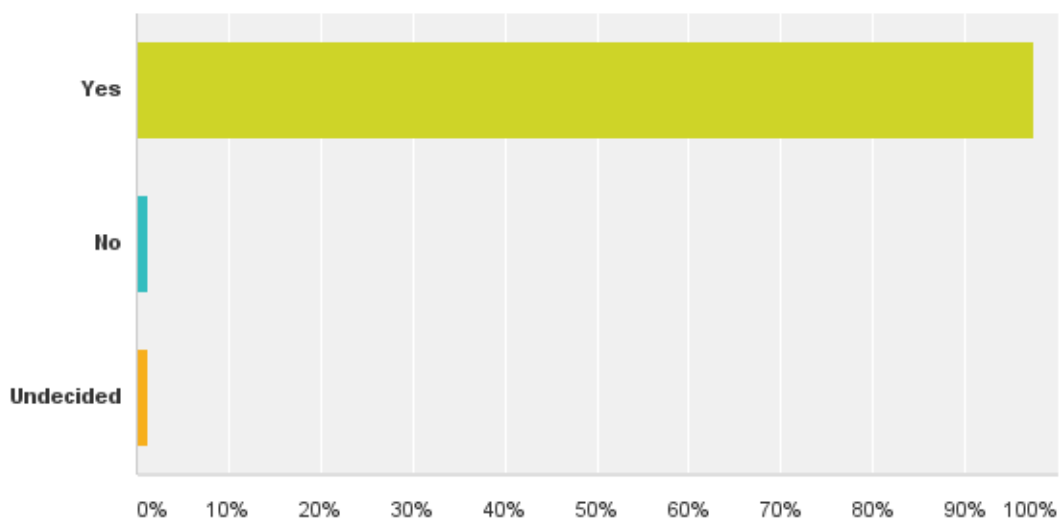


Answer Choices	Responses
Yes	97.4%
No	1.3%
Undecided	1.3%
Total 77	

The answers provided to this question provide excellent support of the Curriculum Sports Programme as having a positive influence and impact on Physical Education programmes within Primary Schools. The example and support of the Irish FA Primary School Coach during an academic year can therefore have an impact of the Physical Education legacy of a Primary School.

## Do you feel that the Curriculum Sports Programme and the Primary School Coach has improved/enhanced your teachers understanding and future delivery of Physical Education?

Answered: 77 Skipped: 0

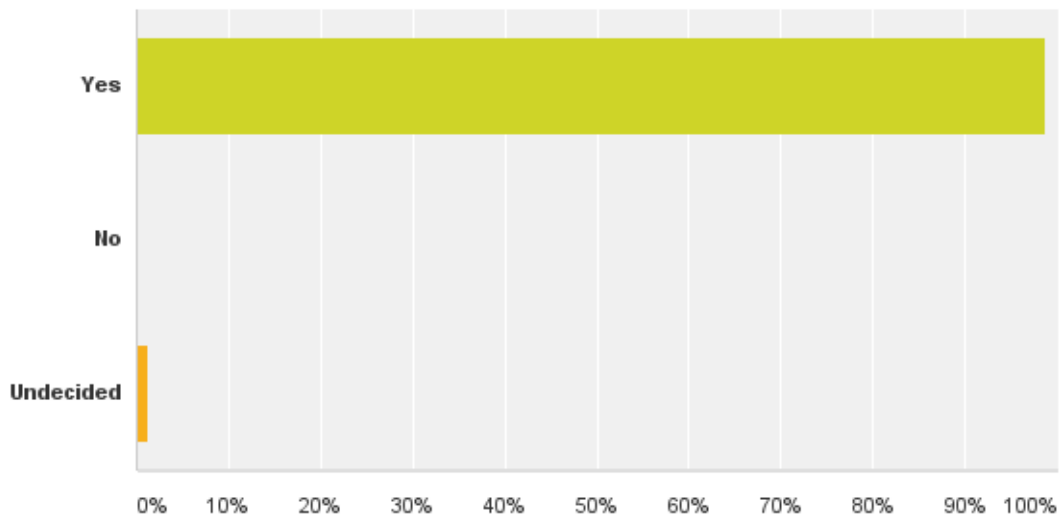


Answer Choices	Responses
Yes	97.4%
No	1.3%
Undecided	1.3%
Total 77	

The answers provided to this question highlight the large support of the Curriculum Sports Programme as having a positive improvement on Primary School Teachers understanding of Physical Education and their ability to deliver appropriate lessons. Only one respondent was undecided on this question and only one respondent felt that the programme had not improved/enhanced their teachers understanding and future delivery of Physical Education.

## Do you feel that further investment should be made by the Department of Education in developing children's physical literacy / physical activity opportunities?

Answered: 77 Skipped: 0

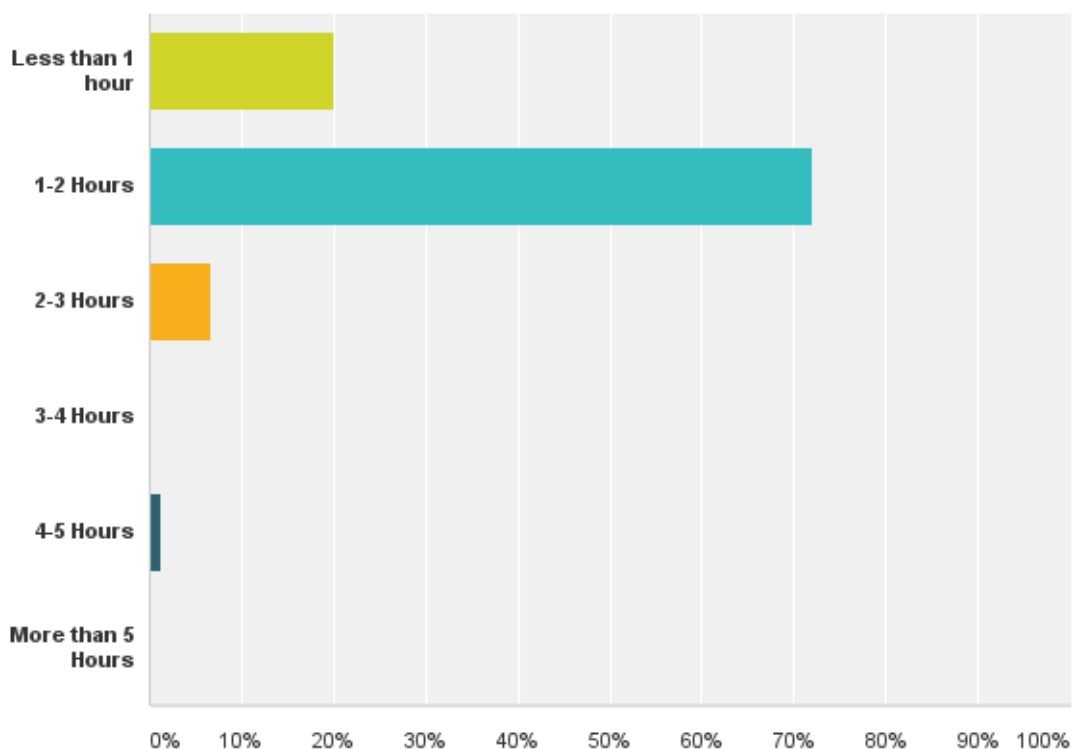


Answer Choices	Responses
Yes	98.7%
No	0%
Undecided	1.3%
Total 77	

A staggering 98.7% of School Principals placed an importance on developing children's physical literacy/physical activity opportunities and support the investment made by the Department of Education in the Curriculum Sports Programme. These responses represent irrefutable evidence that School Principals believe that Physical Literacy programmes are best delivery by Physical Education specialists and through initiatives such as the Curriculum Sports Programme.

## On Average , how many hours of Physical Education would a pupil in your school receive a week during curriculum time? (without the involvement of the Curriculum Sport Programme)

Answered: 75 Skipped: 2



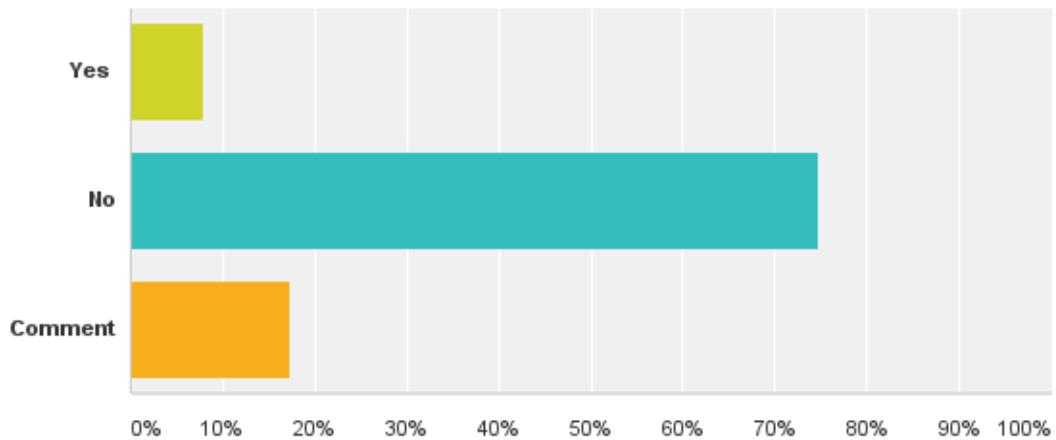
Answer Choices	Responses %	Frequency
Less than 1 hour	20%	15
1-2 hours	72%	54
2-3 hours	6.67%	5
3-4 hours	0%	0
4-5 hours	1.33%	1
More than 5 hours	0%	0
Totals	100%	75

According to the National Health Service children and young people aged 5 to 18 should participate in at least 60 minutes of aerobic activity every day. This should include a mix of moderate-intensity activities (raising heart rate and breaking sweat) and vigorous-intensity activities (breathing hard and fast). Within these 60 minutes it is also advised that some activity should focus on strengthening muscles and bones.

Children within Foundation and Key Stage 1 level will on average spend 27.5 hours a week at school during curriculum time. According to the figures above, 100% of Primary Schools are spending up to a maximum of 10.9% of this curriculum time on delivering Physical Education. It should be noted that a large number of schools offer after school's activities to increase the number of hours of physical activity delivered within the school environment each week. However, the evidence above would suggest that time spent on Physical Education within Northern Irish Primary Schools is still significantly low in comparison to other elements of the National Curriculum. The inclusion of the Curriculum Sports Programme is therefore a vital tool in being able to reach the target of 2 hours of physical activity each week for all Primary School children within Northern Ireland by 2019 as set out in the Northern Ireland Strategy for Sport and Recreation 2009 – 2019 (Sport Matters).

## Have you accessed the Curriculum Sports Programme Fronter Page?

Answered: 75 Skipped: 2



Answer Choices	Responses
Yes	8.0%
No	74.67%
Comment	17.33%
Total 77	

Once again the results indicate the lack of awareness of this much needed resource. Similar to the teacher's feedback the principals claimed if they were aware of it they would definitely have used it. Therefore, as previously mentioned the Irish FA alongside the Ulster GAA have already put together an action plan to help promote Fronter and increase usage levels. The page is currently being enhanced and next year we have targets in place that we as an organisation will strive to achieve in order to add value and assist in the personal development of teachers so once the programme is complete teachers have excellent coaching materials, information and all the necessary resources in order to deliver specialist physical education sessions on a daily basis.

## 2.5 School Principal Feedback

1 - The CSP has been a great asset to the pupils of St Nicholas. As well as developing skills in P.E/Football they are developing sound instructor and problem solving skills. On top of this they are continuing to develop a healthy lifestyle whilst being coached by experts.

2 - The programme provided this year has enhanced the children's fundamental skills. They have enjoyed the lessons and their confidence, skills and use of equipment has improved greatly. They responded well and had a good relationship with their coach. He enabled the children to participate fully and more importantly cooperate with each other playing as part of team.



3 - This programme is invaluable to our pupils. We are in an area of social deprivation and have 45% pupils in receipt of free school meals. Our parents could NOT access these sort of skills for their pupils if it were not for Damian and the programme. Local football clubs are promoted in school but our parents cannot afford membership, many cannot drive so have no means of transport. If this programme were to cease in Greystone, our pupils (staff & parents) would be deeply saddened and ultimately be further deprived. Damian is simply fantastic and Tuesday has officially been renamed Damian Day in Greystone. P.S. Please come back.

4 - This programme has been a huge success in St Eithnes. Not only have the children but the teaching staff in their capacity building. Much of the success is down to our excellent coach Patricia. Please ensure that the programme continues in the future.

5 - Our pupils benefit greatly from the IFA coaching Programme. We can see first-hand the development of individual fundamental skills and rousing of confidence and self-esteem as the year progresses. We would love to continue to benefit from the programme in the future.



6 - This has been a wonderful experience for both children and teachers. Children have developed both in confidence and self-esteem and some who did not want to participate are now fully active. John has been a marvellous addition to our staff especially with a list of Children having special needs. This programme needs to be continued.



7 - This programme is of great benefit to our school provision. We would be delighted if we could continue on the programme in future years. The sessions are well organised and structured and children are left with a very positive attitude to P.E and being active. After school provision and parent workshop was valuable for the rural community. Please contact the school with details regarding 2016/17.



## 2.6 Case Studies

The case studies below provide a brief overview of the effectiveness of the programme and, unlike statistical figures, they provide a true reflection based on what coaches experience on a day to day basis. Obviously this is only a sample and a small reflection of the great work that the Primary School Coaches deliver. The Curriculum Sports Programme has a huge impact on children both physically and socially as you will realise below.

### Case Study 1

Abbie P3 - Pond Park Primary School



Abbie has showing great improvement throughout the year's coaching and below highlights how some of those close to her have viewed her development.

Abbie has always enjoyed football. But this year with the support and guidance of Justin her confidence has grown enabling her to play outside with the boys where she lives. Abbie likes to show her skills to the other children and appears more dedicated to the sport often practising techniques outside without distraction from the other children. Abbie has told of her desire to play football outside of school and her home, this is an area as a family we intend to explore.

*Rachel, Abbie's Mum*

Abbie has thoroughly enjoyed the programme Justin has delivered this year. On entering P3, Abbie appeared to be confident but this was not necessarily the case, she was very self-conscious and used her sense of humour to mask this. Abbie really began to shine during our Friday sessions in PE and showed a natural talent, making great progress and taking part with enthusiasm. This led to her being able to demonstrate certain skills to her peers, which was wonderful to see. I am delighted with the development in Abbie's self-confidence and readiness to join in more in the classroom now. She has matured and is becoming an independent learner.

*Mrs Patterson, Abbie's P3 Teacher*

Abbie is one of many children who are benefitting from the delivery of the Curriculum Sports Programme across the country. Not only is it rewarding to be able to see these improvements first hand but knowing that others close to her are recognising the benefits of the programme is a significant achievement.

## Case Study 2

The name John is used throughout for reasons of confidentiality - Cookstown Primary School



John is a 7-year-old boy with Autism and significant challenging behaviours who has a Statement of Special Educational Needs. He is currently placed in an Autism Specific Class within Cookstown Primary School with a high staff: pupil ratio; a teacher and 2.5 Classroom Assistants to 9 pupils.

Children with Autism generally have impairments in the areas of communication, social interaction, behavioural issues and sensory processing difficulties. This makes any activity involving following instruction, turn-taking and waiting, unpredictable movement and noise and in a large group outside of the classroom hugely challenging for John.

In September 2015 John began coaching on a weekly basis with his Primary 3 mainstream peer group. Initially this was with 1-1 support from a Classroom Assistant and for a very brief time (5 minutes with a motivator afterwards). There were frequent outbursts and meltdowns which were quite disruptive.

Over the school year John's listening skills have improved as demonstrated by his increased ability to following instructions. He is engaged with the activities and interacting with his peer group socially; he can tolerate others close to him without violent outbursts.

His gross motor skills have improved significantly, especially ball skills such as dribbling and passing with his feet as well as his ability to throw and catch.

Independence has shown marked improvement; John can get changed independently for PE and can follow most instructions without the need for 1-1 support. He has also learnt to cope when he doesn't get a sticker at the end of the session, he gets a little upset but not an extreme outburst.

Overall, the coaching has been of great benefit to John; not only with the actual physical skills taught but the valuable life skills he is learning incidentally.

### **Case Study 3**

James P3 - Drumachose Park Primary School

James is a P3 pupil at Drumachose Primary School in Limavady. James has Autism Spectrum Disorder (ASD) and as such requires a full time classroom assistant. His teacher at Drumachose is Mrs Fleming. Over the course of the previous school year James has taken part in the Irish FA's Curriculum Sports Programme which was delivered by IFA Primary School Coach Ronan O'Donnell. James attended 30 minute PE lessons every Monday morning where he learned a range of fundamental movement skills including Balance, Throwing & Dribbling.

When the Irish FA's Curriculum Sports Programme was starting in September last James needed his classroom assistant there to help James take part in all the fun games that was being enjoyed by all the other children in his class. Over the next few weeks James was beginning to need less help to get involved in games and although his classroom assistant was present in the lesson she was there in an observational role.

Within the first two months of the programme James went from needed a classroom assistant with him in the lessons to not needing them to present at all this was due to James' confidence which had grown so much. James' attitude towards PE lessons changed over the course of the year too. Around September time James would have been a little less willing to take part in all the games however come May and the ending of the programme it was clear to see how much he loved taking part in the games.

As previously mentioned James has learned a large range of skills over the course of the school year which have varied from non-sport specific skills such as spatial awareness to sport specific skills such as dribbling. Whilst learning these skills James has had the chance to work in different sized groups whether be working as an individual, with a partner or in small groups of 5/6 children. This has also helped James with developing his social skills.

Mrs Julie Fleming, James' teacher, said that she believed the Irish FA Curriculum Sport Programme has a positive impact on James' development in other parts of his learning. It helped him to work with other in the class and also helped his confidence with him willing to try more things when working in the classroom.

## **SECTION 3: CURRICULUM SPORTS PROGRAMME INITIATIVES**

### **3.1 Player of the Week**

After each lesson the Irish FA Primary School Coach awards one pupil from each class with a 'Player of the Week' sticker. These stickers can be gained by the pupils demonstrating improved abilities, or a range of inter-personal skills, such as listening well, working well within a team or having confidence to answer questions.

### **3.2 Irish FA Website**

The Irish FA Curriculum Sports Programme has a dedicated page on the Irish FA website. This link gives an insight into the programme, profiles the coaches and gives some educational/coaching advice on working with pupils at the Foundation and Key Stage 1 level. The Primary School Coaches Manager is currently producing new features and articles that can be added to regularly update this dedicated page. The Manager is also investigating new ways to promote the programme in the form of interviews and video content that can also be transferable across social media.

### **3.3 Literacy/Numeracy/Science/World Around Us Worksheets**

A series of worksheets were designed and implemented with Key Stage 1 pupils. These worksheets were used to compliment the various coaching topics and were used to help support and develop the pupil's classroom skills linked to the lessons in the gym/playground. The Primary School Coaches Manager is currently looking to further developing these resources to include more topics for the 2016/2017 academic year.

### **3.4 End of Year Festivals**

At the end of the Curriculum Sports Programme the Primary School Coaches organise festivals in an attempt to celebrate the end of the year and finish on a high. This year the theme was based on the European Championships. Festivals were provided throughout Northern Ireland across all five Education and Library boards. There were an estimated 3500 youths involved and everyone was educated on the tournament and the history behind it with a focus on Northern Ireland.

Numerous times throughout the event "Will Griggs on Fire" was sung and the feel good factor surrounding the European Championships trickled down to all youths and the overall aim is to use the momentum to inspire and build a pathway for lifelong participation in sport and physical activity.

### 3.5 Fit Families Project

The Irish FA Primary School Coaches delivered another year of successful 'Fit Families' initiatives during the 2015/2016 academic year. The purpose of these projects was to bring families together through exercise and lifestyle management. The project provided opportunities to reinforce what was taught during curriculum time and ensure that parents had a strong grasp of the importance of Fundamental Movement Skills and the academic attainment benefits of participating in physical activity. On a practical level the project provided opportunities to provide sample ideas to help foster lifelong participation in exercise and physical activity with little cost, need for space or equipment.



30 of these events took place across Northern Ireland within the Primary School setting and with over 300 parents attending. It is envisaged that there is potential to expand the delivery of these after school events and more have been planned for September and the 2016/2017 academic year.

## CONCLUSION

During the 2105/16 School Academic year the Curriculum Sports Programme has once again played a pivotal role in the development of key skills across the whole of Northern Ireland. In total the project reached out to 18,554 children. The results within this report highlight that the programme has not only developed the children physically but also addressed key social elements. Although, it is easy to focus solely on the pupil's involved in the programme, it is also very important to understand the development of teachers as they are the key for the future of Physical Education delivery if the programme was to come to a premature end.

When assessing the project both qualitative and quantitative measures were implemented to provide an accurate rating. The evaluation forms completed by both teachers and principals provide a true reflection based on real life experiences and highlight the respect and appreciation the Curriculum Sports Programme has developed over several years. Statistically the programme has clearly enhanced the pupil's key fundamental attributes. Agility, Balance and Co-ordination was all tested and within these key stages of child development all the pupils progressed and improved within the academic year. It is important to note, although the programme is delivered by the Irish Football Association, the benefits also combine with cross curricular activities and can be used across a wide array of sports and activities.

The evaluations also highlight the enhancement of the teacher's knowledge and most importantly the realisation of the importance of increasing physical activity within schools. The programme promotes a healthy lifestyle, fitter families and workbooks based on the importance of leading a healthy lifestyle. Therefore, the programme does not finish once the school gates close but can be continued and implemented into families and communities. Health issues connected with obesity cost the UK economy millions per year and projects such as the Curriculum Sports Programme actively address these issues and help educate wider communities on the importance of leading a healthy lifestyle and staying active.

The Irish Football Association feel that now more than ever is the time to really promote sport and football after the success of the Northern Ireland team in France this summer. The whole country came together as one and really supported the team and hopefully this feel good factor will encourage more children to become active and try to emulate their heroes. Players such as Steve Davis, Johnny Evans and Stuart Dallas all grew up attending Irish FA school events and this programme is the building block for developing future stars across all sports.

The Irish FA thanks the Department of Education for their continued support and is confident that the Curriculum Sports Programme will be once again a huge success in the 2016/17 academic year.

# APPENDICES

## Irish FA / DENI Curriculum Sports Programme Teacher Evaluation



School Name

**1. Would you describe yourself as a Physical Education specialist?** *(Please answer)*

Yes

No

**2. At the beginning of the 2014/15 school year describe your understanding of Physical Literacy/Fundamental Movement Skills.** *(Please answer)*

Poor

Below Average

Average

Good

Excellent

**3. At the end of the 2014/15 school year describe your understanding of Physical Literacy/Fundamental Movement Skills.** *(Please answer)*

Poor

Below Average

Average

Good

Excellent

**4. How would you rate the level of support the Irish FA Primary School Coach provided to you during the school year?** *(Please answer)*

Poor

Below Average

Average

Good

Excellent



**5. How would you rate the Curriculum Sports Programme in relation to supporting you as a teacher in the delivery of Physical Education?** *(Please answer)*

- Poor
- Below Average
- Average
- Good
- Excellent

**6. Do you feel there should be more emphasis put on teacher support within the Curriculum Sports Programme?** *(Please answer)*

- More emphasis on children
- Programme balance is correct
- More emphasis on teacher development

**7. What further assistance would you require in order to improve your Physical Education delivery?** *(Please answer – you can select more than one option)*

- Resources (lesson plans, video content etc)
- Education (coaching awards)
- More experience with corrective feedback (mentoring support)
- Information sharing with other teachers
- None

**8. Please provide a short comment on your experience of the Curriculum Sports Programme this year.** *(Please answer)*



**9. Have you accessed the Curriculum Sports Programme Fronter Page?** *(Please answer)*

Yes

No

Comment

# Irish FA / DENI Curriculum Sports Programme

Principal Evaluation



School Name

**1. Do you feel that the Curriculum Sports Programme has benefited the pupils in the area of Physical Literacy/Fundamental Movement Skills?** *(Please answer)*

Yes

No

Undecided

**2. Do you feel that the Curriculum Sports Programme has benefited the pupils in the area of self confidence/esteem?** *(Please answer)*

Yes

No

Undecided

**3. Do you feel that the Curriculum Sports Programme has benefited the pupils in the area of cross curricular development?** *(Please answer)*

Yes

No

Undecided

**4. Do you feel that the Curriculum Sports Programme has improved/enhanced your school Physical Education programme?** *(Please answer)*

Yes

No

Undecided

**5. Do you feel that the Curriculum Sports Programme and the Primary School Coach has improved/enhanced your teachers understanding and future delivery of Physical Education?** *(Please answer)*

Yes

No

Undecided

**Irish FA / DENI Curriculum Sports Programme**  
Principal Evaluation



**6. Do you feel that further investment should be made by the Department of Education in developing children's physical literacy/physical activity opportunities?** *(Please answer)*

Yes

No

Undecided

**7. On average, how many hours of Physical Education would a pupil in your school receive a week during curriculum time? (without the involvement of the Curriculum Sports Programme)** *(Please answer)*

Less than 1 hour

1 – 2 hours

2 – 3 hours

3 – 4 hours

4 – 5 hours

More than 5 hours

**8. Please provide a short comment on your experience of the Curriculum Sports Programme this year.** *(Please answer)*



**9. Have you accessed the Curriculum Sports Programme Fronter Page?** *(Please answer)*

Yes

No

Comment

# Irish FA / DENI Curriculum Sports Programme

## Baseline Measurements



Measurement 1 - School 1								
	Agility	Balance			Coordination	Dribble	Passing	
Foundation - 1		R		L				
Foundation - 2		R		L				
Key Stage 1 - 1		R		L				
Key Stage 1 - 2		R		L				
Measurement 1 - School 2								
	Agility	Balance			Coordination	Dribble	Passing	
Foundation - 1		R		L				
Foundation - 2		R		L				
Key Stage 1 - 1		R		L				
Key Stage 1 - 2		R		L				
Measurement 1 - School 3								
	Agility	Balance			Coordination	Dribble	Passing	
Foundation - 1		R		L				
Foundation - 2		R		L				
Key Stage 1 - 1		R		L				
Key Stage 1 - 2		R		L				
Primary School Coach								

Measurement 2 - School 1							
	Agility	Balance			Coordination	Dribble	Passing
Foundation - 1		R		L			
Foundation - 2		R		L			
Key Stage 1 - 1		R		L			
Key Stage 1 - 2		R		L			
Measurement 2 - School 2							
	Agility	Balance			Coordination	Dribble	Passing
Foundation - 1		R		L			
Foundation - 2		R		L			
Key Stage 1 - 1		R		L			
Key Stage 1 - 2		R		L			
Measurement 2 - School 3							
	Agility	Balance			Coordination	Dribble	Passing
Foundation - 1		R		L			
Foundation - 2		R		L			
Key Stage 1 - 1		R		L			
Key Stage 1 - 2		R		L			





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