



partnerships for schools

building schools for the future

This case study looks at how one sports specialist college has been planning for BSF, taking the opportunity to develop new ways of teaching and learning and embedding technology in the curriculum more than ever before.

Key project information

School: Cardinal Heenan Catholic High

Specialism: Sports College

School type: 11-18 Voluntary Aided, all boys

No of pupils: 1,364

Local authority: Liverpool

Project type: Design and Build

Project cost : £27m

Completion: Phase 1 October 2010; Phase 2 October 2011

New ways of teaching and learning for PE & Sport: the experience of Cardinal Heenan

Project description

High quality PE and Sports facilities will be at the heart of the new Cardinal Heenan School in Liverpool. New ways of learning for students and new ways of working for staff will be part of the transition, and the process includes curriculum development, provision of an alternative curriculum, new styles of pedagogy and delivery.

Emphasis on sharing

The faculty based structure means there is an emphasis on sharing facilities, widening curriculum choice, personalising learning, optimising rooms/facilities. PE is now working alongside and sharing facilities with dance, drama, music and science. This faculty is now linking into the PE resources; therefore there has been an adjacency of thinking and structure. The school prides itself on being an 'outward-facing school'. A joint management agreement has been established with the local authority and the school is recognised as a dual-use facility. Due to the positive working relationship there is a sharing of facilities and staff.

Over the last 24 months the school has meticulously planned for the BSF programme. It has consistently

appeared on the Senior Management Team (SMT) agenda. There have been carefully planned SMT, whole school and site management INSET to bring about change in management structure, teaching methodology, personalising learning, curriculum delivery and preferred learning styles, ethos and accelerated learning.

Development of programmes

Planning for BSF has focused on the development of Project Based Learning (PBL), Opening Minds and PE linking into the PBL programmes. At present in Key Stage 3 there are two projects, 'My Body' (a healthy lifestyles project) and 'Flaming Torch' (a project that looks at performing to the maximum and relating it to the Olympic Games and the school sports day) that PE link into.

At Key Stage 4 the PBL approach has brought about a radical change in the delivery of accredited courses within PE. There has been a huge swing towards vocational based courses relying heavily on IT to bring them to life.

The development of a Virtual Learning Environment (VLE), Moodle, has enabled students to access PE courses as and when is necessary. Coursework,

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assignments, briefs and tasks for all PE courses are available through Moodle allowing students to work at their own pace and in their preferred time and space. Students work is captured in various IT formats - all held on Moodle - bring about a change in learning philosophy in PE as a whole.

WiFi access is now across the whole campus allowing the school to move seamlessly into e-tracking and e-assessment. As the school moves towards BSF the groundwork to underpin personalised learning has been carried out allowing new technologies to aid learning and tailor programmes that meet the needs of the learners.

Top Tips

- There must be a constant two way communication between the PE leader and the BSF co-ordinator.
- A PE vision for physical education and sport must be developed.
- PE must have a clear vision for learning.
- Challenge PE to investigate, monitor, evaluate and, if necessary, change teaching styles, content and Schemes of Work to reflect the needs of the learners.
- Create a solution based workforce within PE.
- Visit best practice models, actual and virtual.
- Plan an 'away-day' where PE can be placed in the 'spotlight' with BSF in mind.
- Review the philosophy and ethos of PE and sport within the school.
- Examine your clientele.
- Plan early. Dedicate staff to BSF.
- BSF must be an item on all SMT agenda.
- Plans are curriculum driven not facility led.
- Organise strategically planned INSET.
- Staff need to receive information through 'blog' pages, regular items on staff briefings, agenda items at faculty or departmental level.
- Parents, pupils, key local community agencies need to be involved at the earliest stage allowing them to 'own' the BSF programme.

- Involve student voice in curriculum development.
- The consultation process must form a clear long-term vision for learning.
- After the consultation process the school BSF team must remain firm with design teams.
- All 'bottom lines' must be kept.
- Clearly articulate the rationale for the key learning spaces.
- The community (including the school) must form a dedicated BSF team with a BSF champion.
- Engage with key community stakeholders at an early stage.

What would the school do differently?

- Provide an individual mentoring programme for PE with a view to bringing about curriculum change.
- Investigate thoroughly best-practice in PE.
- Ensure PE Departmental Performance Management Reviews are more pertinent for the three-year BSF programme.
- Involve the key community stakeholders earlier.
- Create a 'Blog' earlier on the school VLE.
- Ensure all change management has a long lead in.
- Avoid 'fads' and quick fix solutions.

Key contact

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