



partnerships for schools
building schools for the future

This case study looks at the 'blue skies' visioning sessions for sport held across Halton and how this has led to the PE & Sport Stakeholder Group extending its remit to cover arts and culture to plan for provision across the local authority area.

Key project information

Local authority: Halton Borough Council

BSF Wave: Wave 6 (entered May 2008)

PE & Sport lead: The local authority takes full ownership of the PE, Sport and Culture stakeholder group and provide two way feedback on the overall work programme

Effective strategic planning and stakeholder group model for PE, sport and culture: Halton

Project description

Halton Borough Council has a strong Leisure and Culture Department, led by the Director, which embraces all aspects of sport and culture. The council's pre-engagement work has been critical in getting sport and culture firmly rooted in the BSF process.

Existing structures for sport and culture were used at the preliminary meeting and there was a collective agreement that the PE & Sport Stakeholder Group would extend its formal remit to cover arts and culture.

Halton also has a well established network group of headteachers which has been integrated into the PE, Sport and Culture Stakeholder Group at key stages of consultation, with an identified lead from each school attending the regular BSF stakeholder group meetings.

The group is chaired by the Director of Leisure and Culture and includes the Libraries Manager, Schools Improvement Officer for Arts and Culture, Arts Education Development Officer and Cultural Adviser, County Sports Partnership, PE and Sport strategic lead and PE teachers.

Halton started its BSF journey with a 'blue skies' visioning session for sport and culture across Halton. This enabled all schools to understand the authority vision, and where opportunities existed to develop their individual visions to align with the overall needs and strategy across the authority.

This session was followed up by cultural mapping and audit work to ensure individual school visions will align with the authority wide strategic vision and priorities for sport and culture across Halton. This will help ensure BSF delivers both for individual schools and for the strategic needs of sport and culture.

Halton BSF visioning session

There were three main parts to the visioning session which included presentations on:

1. **BSF Stakeholder group model** – Update from regional BSF Culture project manager (Sport England and Arts Council) on aims of stakeholder group model, membership, learning from other stakeholder group models.

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2. **Halton BSF programme** – Update on timeline, management team, infrastructure for delivery and aspiration for sport and culture to be a key part of the core offer for Halton’s proposals for transformation

for importance of sport and culture to improve opportunities for children, young people and the local community through BSF, targeting areas of deprivation to improve health and tackle obesity.

3. **Halton Culture and Leisure strategy** – Update from Head of Leisure and Culture on local authority drivers

Top Tips

Ensure the role and value of Sport and Culture is recognised at the outset of the BSF process and is integrated within the overall visioning and strategic planning.

Ensure the BSF project team supports the stakeholder group and provides clear guidance on the BSF timeline and key actions.

Develop an effective network of schools with identified leads, for example a PE teacher, who keep their school community informed throughout.

Early and effective strategic mapping for sport and cultural facilities which should into the

estate management strategies for Strategy for Change – Part Two – developed in collaboration with schools.

Key members should be aware of their role and remit within the group and disseminate information and work done by the group to their wider networks, and bring local intelligence back to the group on authority policy or service areas to highlight any additional opportunities or challenges for the group to consider.

Ensure Extended Services and Children's Services leads are well networked into the group.

Key contact

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