

Supporting schools to up facilities – Active Partnerships Expression of Interest Form

Active Partnership Name or Names	Active Derbyshire (AD) and Active Notts (AN). Part of the Active Partners Trust.
Lead contact for Submission	Stuart Batchelor
Position in Organisation	Strategic Director (Derbyshire)
Email	Stuart.Batchelor@activepartnerstrust.org.uk
Telephone	07789 65145
Director(s)/Chief Executive(s) Signature (Electronic)	

Please describe what you intend to do with reference to the two deliverables and the aims, outcomes and criteria set out within the specification document in no more than 500 words.

Why AD and AN:

- ***Culturally – we are a learning organisation, led by insight and understanding of people and places.***
- We have excellent relationships with the education sector (including SGOs, Academies, Schools and LAs) and history of joint working and engagement.
- A Deputy CEO of a multi academy trust is on our Board.
- A Strategic Director leads on built environment and infrastructure - this work includes school facilities and expertise in developing and managing dual use facilities (LEA and Academy).
- 2 staff members lead our School Games and Sport Premium work, collaboratively with SGOs and SSPs.
- Increasing use of school sites is central to our strategies and our asset-based work that targets 19 of the least active and most deprived communities in Derbyshire and Nottinghamshire. Focusing this work in these areas, capitalises on community insight and connections we already have and would strengthen our pupil insight through working more closely with the schools.
- Our place-based team have relationships with individual schools and academies in target areas because they are often the sole asset, built and open space, for the community to access. (177)

Approach:

1) Insight and initial engagement/learning (additional to what we already hold, led by our Strategic Director)

- Audit of schools available/not available for community use across Derbyshire and Nottinghamshire
- Engagement with School Estate managers to understand the influencing factors in a school opening its facilities.
- Cross-county events (aimed at Estate managers, Governors, Leisure Officers, NGB officers, LA Education Officers, SGOs) and a workshop at PE conference in Nov (where we have a captive audience – 150 schools already registered) to share practice and further insight on barriers and opportunities experienced by schools and communities. (76)

2) Target 4-6 groups of schools from initial insight work and establish needs-led support.

- Each group of schools will include secondary and a group of primary schools or a local academy trust with a number of schools, that can be supported to open their facilities for community use. These would be linked to our 19 priority areas and vary in locality (city, rural, ex-coalmining) and mode of delivery (outsourced facility management, directly managed, type of school – primary/secondary/traditional/new build etc.)
- Within those groups of schools, we will engage:
 - least active pupils to gain insight as to why they do/don't participate and what would enable them to do so. (We already have insight from people in the communities)

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- Acknowledging the insight, each pilot we would **co-produce** the offer – **with** the pupils, schools, appropriate community providers and NGBs together. Facilitated by us, this way of working is consistent with our community work. (136)

3) Evaluation and Learning

The work (process and outcome) will be evaluated as we go, engaging system providers, communities and pupils in the process (we have identified a PHD student) and learning captured and shared:

- Locally through AD and AN communications and ‘*Talking Insights*’ – sharing knowledge and practice. Engaging schools, LAs, Community Providers, NGBs, SGOs etc.
- Nationally as required – happy to help inform this having developed a learning framework which structures how we capture, make sense of and share our learning. (77)

Funding will bring in appropriate capacity/skills to support the local, targeted engagement. This will differ depending on the engagement (e.g. community groups and inactive pupils require different skills to engaging at a strategic level with groups of schools and facilitation skills will be key to effectively enable co-production)

Timescales: Some activity will take place in this academic year. The local offer will be co-produced in each of the targeted areas and most of the delivery likely to be next academic year. This meets the outputs and is more likely to be sustainable if owned collectively by local partners. Outcome evaluation will continue into the next academic year. (107)

(Total 573)

Added Value/supporting evidence

We led a Nottingham Holiday Hunger bid to DfE, engaging partners from schools, Academy Trusts, community and Local Authority. We gained an understanding of: schools facilities; the opportunities and barriers; and their desire to support PA.

In addition to the above, several new build schools are being commissioned because of housing growth. The opportunity to design community use into the sport and PA facilities is part of our work on developing an ‘Integrated Health and planning Process’ for the two counties and involves the Local Planning Authority, Education Authority, housing developer and Academy Trust working together to ensure developer contributions being used for the schools PE facilities are designed and available for community use. This is happening as part of our work but the learning from the pilots (above) will feed into this and inform future development.

2 districts in Nottinghamshire are trailblazers for a whole school approach around children’s mental wellbeing. These are focused on strengthening the link between school and community and where relevant, it would make sense to embed this work and the role of physical activity within these trailblazers.

We are part of the YST Girls Active Project which has brought together a GLAM squad (Girls Leadership & Marketing squad) form across 14 schools. This gives us direct relationships with schools and mechanisms for gaining insight and feeding back learning.

Please send completed forms by email to info-CYP@sportengland.org by **7 pm** on **Wednesday 2 October 2019**.