

Merton School Sport Partnership

Partnership Plan, Structure and Governance

2022 - 2023

Contents	Page
1. Introduction	3
2. Background and Context	3
3. Our Vision	5
4. Aims and Objectives	6
5. Stakeholders	8
6. Governance and Funding	10
7. Workforce	12
8. Communication	14
9. Plan, Action and Review	16
10. Programmes	18
11. Risks	22
12. Focus and Targets for 2022-23	23

1. Introduction

Physical Education (PE), school sport and Physical Activity (PA) play an important role in the lives of young people. They can have a positive impact on physical and mental health and wellbeing, self-confidence, learning and attainment, behaviour, leadership skills, competitiveness and community cohesion.

The Merton School Sport Partnership is funded and supported by its key stakeholders, to ensure that PE, school sport and PA is well coordinated, delivered in abundance and to a high standard to the students within the Borough of Merton.

Our annual Development Plan considers both local needs and national recommendations. Our key targets, focus for delivery and outcomes are reviewed and published annually.

2. Background and Context

Merton School Sport Partnership is located in the London Borough of Merton and was established in September 2003 through the government funded national PE School Sport & Club Links programme. The Partnership is formed of 43 primary schools, 11 secondary schools and 4 special schools / pupil referral units (PRUs).

In September 2011, due to a reduction in government funding, MSSP reduced in size and became a self-funded entity via a range of avenues but predominantly through its key stakeholders - Merton state schools and academies. Since then the Partnership has expanded and now also provides a specialist sports provision service, professional development programme and has developed its own Schemes of Work for Primary PE. The majority of the Partnership's programmes and work remit target children at Early Years, Key Stage 1 and Key Stage 2 with more bespoke programmes targeting Key Stages 3, 4 and 5.

In the pupil census report of July 2022, Merton state schools and academies had around 26,676 students on roll from EYFS to KS4. Of these 535 attended a special school, 17,671 mainstream students were studying at Early Years Foundation Stage and KS 1/2 and 9,005 at KS 3/4.

Based in South West London, Merton has a geographical split in terms of social economic factors with the East of the borough encountering more inequality than the West.

Additional Merton Context

Extracted from [The Merton Story 2021](#)

On average, the population of Merton is healthy compared to London and England. However, there are significant health inequalities across the Borough. These inequalities in population health correlate with differences in the demographic structure of the population, for example ethnicity and age structure, as well as differences in the wider determinants of health, such as socioeconomic circumstances. For

example, compared to West Merton, East Merton has a high proportion of people from minority ethnic groups, a higher amount of socioeconomic deprivation and a lower average life expectancy. Significant inequalities in socioeconomic status exist across Merton. East Merton has more socioeconomically deprived areas than West Merton, an inequality which has persisted over time. In Merton, areas in East Merton have a higher level of health and disability related deprivation compared to those in West Merton.

Children and young people in Merton experience good health outcomes compared to regional and national benchmarks but there is inequality within Merton.

In Merton, over 1 in 12 (8.7%) of Reception-aged children and 1 in five (20.1%) of Year 6 children were estimated by the National Child Measurement Programme (NCMP) to be obese in 2019/20. Although these proportions are lower than or similar to England and London levels, there are significant inequalities in Merton with greater levels of childhood overweight and obesity in East Merton compared to West Merton. Significant inequalities in childhood obesity and overweight exist in the UK by gender, ethnicity, socio economic status, geography, and disability. For example, children living in the most deprived areas are twice as likely to be classified obese as children in the least.

The impact of the COVID-19 pandemic on obesity levels in Merton remains to be seen, however there is emerging evidence that stay-at-home guidance, the move to online education and closures of leisure facilities has disrupted children's routines leading to negative impacts on sleep, nutrition and physical activity levels. Engagement work in London indicates that some young people were leaving the house less than once a week at the start of the pandemic, with negative impacts on physical activity as well as young people's mental health.

Good mental wellbeing is characterised by happiness, high self-esteem, life satisfaction and social inclusion. Poor mental wellbeing can have negative impacts on every aspect of life, from social inclusion, employment and education, to economic hardship and physical ill-health, and can lead to a significant risk of earlier death. Mental wellbeing is inter-related to our physical health and to our lifestyles (diet, exercise and smoking). Poor physical health or health conditions can adversely affect our mental wellbeing, and vice versa.

At least one in eight children and young people in the UK have a diagnosable mental health condition or emotional disorder; and anxiety and depression are on the rise. Merton has high admission rates for self-harm in 15–19 year-olds compared to London, while the mental health of young Londoners has declined in general during the COVID-19 pandemic.

A large number of Merton residents have behavioural risk factors that contribute to ill health and premature death in Merton; 1 in 4 residents are physically inactive. The 'Active Lives' survey by Sport England received 520 responses from Merton residents and illustrates that Merton is lower than the London average for physical activity levels, with almost one in four (24.7%) Merton residents reporting being inactive during November 2019 to November 2020. Physical activity is not only lower than London but also lower than previous years by 3.8%.

Overall, children and young people in Merton obtain good levels of development and attainment, however lower proportions reach expected levels in East Merton and the move to online teaching may have widened the educational gap for disadvantaged students.

In Merton, 12.6% of school pupils received Special Educational Needs support in 2020/21 and there has been an increase in the number of children with an Education Health and Care (EHC) plan during the COVID-19 pandemic.

The Partnership will make use of the local and national data and insight, to best focus our resources and work remit to provide opportunities and support where it is needed the most and to try to reduce the impact of inequality on the PE, physical activity and sporting opportunities for our students.

The Partnership welcomes the council’s plan, announced in July 2022, to invest in Merton as ‘Borough of Sport’. We hope this will further enhance the sport and physical activity outcomes for Merton’s school communities.

3. Our Vision

‘To inspire **all** of our young people to achieve their best and to be confident within PE, sport and physical activity. We want our students to have positive experiences and enjoy a range of sport and physical activities and to lead healthy lifestyles throughout their time at school and into adulthood.

Our co-ordinated, partnership approach will provide effective channels of communication and delivery; ensuring all schools work collaboratively, sharing resources, knowledge and facilities. Our teachers and coaches will be confident to deliver high quality, fun, engaging PE lessons to children of varying abilities and sport will be embedded into the ethos of our schools.’



4. Aims & Objectives

In order to achieve our long-term vision for Merton's students we have seven key objectives which are based on the needs of our Merton schools and the national landscape for PE, school sport and PA. Our objectives are as follows (*see in brackets for link to the AfPE Key Indicators for the Primary PE and Sports Premium funding*):

- 1. PE Curriculum** (PPESP Key Indicator: 1)
Provision of at least 100 minutes (150 minutes of Physical Development for EYFS) of progressive, active, fun and engaging curriculum PE per week (across 2 separate lessons on different days) for all children.
- 2. Physical Activity** (PPESP Key Indicator: 1)
All children are enthused and able to be physically active for at least 60 minutes per day (minimum 30 mins within school time) with particular attention to those from disadvantaged backgrounds and those that are currently less active.
- 3. Whole School Ethos** (PPESP Key Indicator: 2)
Raise the profile of and celebrate sport, PE, physical activity, play and wellbeing across the ethos of the whole school. Highlighting the importance of respecting others, positive attitudes and fair play. Utilise physical activity to contribute to the positive mental health and well-being of children. To ensure that all children can access opportunities to take part and that the diversity of the Borough is represented across our network and the opportunities provided to school children, volunteers and staff within Merton.
- 4. Range of Activity** (PPESP Key Indicator: 4)
Children have access to and enjoy a range of different sports, physical activities and movement, leadership opportunities and unstructured play to help them discover the activities that they enjoy and can access.
- 5. Competitions** (PPESP Key Indicator: 5)
All children are able to take part in and enjoy competitive sport at a level that best suits their experience, knowledge and ability in a safe, welcoming and positive environment that encourages a growth mindset and opportunities to learn and grow.
- 6. Swimming** (PPESP Key Indicator: N/A)
All children are able to be safe in the water and develop as competent swimmers.
- 7. Workforce Development** (PPESP Key Indicator: 3)
All staff and volunteers receive the training and support to enable and inspire them to deliver our aims effectively.

Equality, Diversity and Inclusion

We seek for all of our objectives to be inclusive and accessible to all children with specific and targeted approaches to children with special educational needs and disabilities, those that are less engaged and children from disadvantaged backgrounds or under represented and minority groups.

We are continually developing our SEND inclusion opportunities and are committed to raising the profile of these within our network through reviewing and implementing in the following areas:

- Becoming more aware of the different impairment needs and the mental health needs of young people through disability equality training or local disability specific groups.
- Promoting positive images of people with disabilities across all aspects of our marketing materials.
- Sharing information to promote the activities on offer through local sports centres, clubs and local community links.
- Providing MSSP led sessions and festivals to all young people with special educational needs and disabilities.
- Highlighting specific sections in our policy plans and risk assessments so all coaching and teaching staff are fully aware of specific needs within a group to enable effective delivery.
- Obtaining feedback from young people and staff about the activities they have participated in to discover what is working and which areas need improving.
- Delivering or signposting staff training to ensure teachers can adapt their PE lessons well to meet the needs of all learners.



Equality, Diversity and Representation

This year, we are reviewing our approach to diversity across school sport and within our organisation. We plan to reach out and consult with local and national networks, forums and organisations with specialisms and proven good practise in this area, to review and improve our own organisation's practises, literature and awareness. We intend that our stakeholders, both children and adults and all their protected characteristics, feel better represented, consulted, safe, empowered and supported by our Partnership.

Organisational Aims

In order to support our schools to achieve these objectives the Partnership will endeavour to:

- a) Ensure that the safeguarding and welfare of children and vulnerable young people are at the core of everything that we do. We are committed to ensuring children's safety, wellbeing and enjoyment, both directly, during our events and coaching sessions and indirectly, through teacher and sports coach training days. We complete a biannual safeguarding review to support our policy and protocols across all areas of the Partnership.
- b) Provide a strong communicative and support network for our schools to link to local and national guidance, opportunities and programmes.
- c) Ensure that all of our work and governance pays good consideration to those with protected characteristics and is inclusive, upholding our commitment to equality, diversity and representation.
- d) Publicise, celebrate and promote our work and the schools' achievements within PE, PA and sport to the people of Merton, the local authority and our partners through our website, social media and other channels.
- e) Secure adequate funding and support to sustain the Partnership in the longer term. We will also continue to support individual schools in their applications for externally funded projects.

5. Stakeholders

Through all of our work, our ultimate beneficiary is always the student. In everything that we plan and do we place the utmost consideration on the impact we have upon the children involved.

Primary / Special State Schools and Academies

Our focus as a Partnership is at Early Years Foundation Stage, Key Stages 1 and Key Stage 2.

43 primaries and 4 special schools have bought into a generic affiliation package 2021-2025. The provision and support they receive from MSSP is outlined throughout this document.

Secondary State Schools and Academies

Although there is no affiliation charge in place for secondary schools we do still support PE and sport provision at Key Stage 3 – 5. For these schools, the level of support depends upon the needs of the individual school and bespoke packages have been tailored to best meet each school's requirements. Our general support for Key Stage 3 – 5 includes:

- Representing the Primary Schools / Partnership at Merton Secondary Schools Sports Association meetings and acting as Treasurer for the Association.
- Managing the School Games Organiser post – this includes programming the calendar of competitions for the academic year, communicating relevant information to schools around pathways to Level 3 events and other local or national programmes.

- Providing Leadership Academies to some schools (this is charged for).
- Providing officiating training to sports leaders and opportunities to officiate at primary competitions.
- Coordinating the Merton events/trials and representative teams for the Surrey Schools Athletics and Cross Country. Attending the weekend events to support the students that are competing.
- Brokering a key relationship between Key Stage 2 – 3 in terms of sports provision and on site experiences. Secondary school sports leaders gain valuable experiences of working with younger children and the school gets to promote its facilities, staff and pupils to potential applicants from cluster schools. In return, primary schools have the opportunity to participate or compete in full size sports facilities with young leaders officiating for them, acting as positive role models.

Clusters of Schools

The Partnership is formed of five geographic clusters of schools with each led and supported by a member of the core MSSP team. The cluster groups enable valuable communication channels; support for teachers; a local group in walking distance for inter school competitions and festival; strong links to local feeder schools and leadership opportunities. The clusters changed in Sept 2022 to better fit with the Head Teacher Cluster Meetings (former extended schools clusters).

<p>Central Wimbledon Cluster</p> <p>All Saints Bishop Gilpin Garfield Holy Trinity Merton Abbey Park Academy St Mary's The Priory Wimbledon Park</p> <p>MSSP Lead: Nicola Ryan, Fraser Addo & Cardisha Dalphinis</p>	<p>Morden Cluster</p> <p>Abbotsbury Aragon Hatfield Hillcross Malmesbury Morden Poplar St John Fisher St Teresa's Perseid Lower</p> <p>MSSP Lead: Nick Osborne</p>	<p>East Mitcham Cluster</p> <p>Beecholme Gorringe Park Harris Primary Merton Links Lonesome Singlegate Stanford The Sherwood William Morris</p> <p>MSSP Lead: Michael Wood</p>	<p>Mitcham Town Cluster</p> <p>Bond Cranmer Haslemere Liberty SS Peter & Paul St Mark's St Thomas O.C Cricket Green Melrose</p> <p>MSSP Lead: Michael Wood</p>	<p>West Wimbledon Cluster</p> <p>Dundonald Hollymount Joseph Hood Merton Park Pelham Sacred Heart St Matthew's West Wimbledon Wimbledon Chase</p> <p>MSSP Lead: Matt Walters</p>
--	--	--	--	--

Non-Partnership Schools

The Partnership's stakeholders are our Merton state schools and academies. We do however have cause to work with and provide services for non-Partnership Schools. These may include independent schools, non-affiliated Merton state schools or out of borough schools. In order to protect the stakeholders' investment into the Partnership it has been agreed by the Steering Committee that non-Partnership schools will be required to pay an enhanced fee to access any services which are provided or coordinated by the Partnership. In all cases, services should not be supplied at a detriment to the MSSP Stakeholders.

6. Governance and Funding

The Partnership works on behalf of and seeks to support all Merton affiliated schools. It is hosted by **Harris Academy Morden**, which is part of the Harris Federation. The Partnership is managed as an independent structure within the Academy / Federation, serving the affiliated Merton Schools with it's objectives and finances separate from the Academy itself. Partnership staff are employed by Harris Academy Morden and managed via the Academy's performance management structure. The Partnership is led and managed by the School Sport Director (SSD). The SSD is line managed by the Principal of Harris Academy Morden.

MSSP finances are held and audited by Harris Federation's finance department and legal structures. The Partnership is partly governed by its self-appointed **Steering Committee**, which has an agreed **Constitution** and **Scheme of Delegation**. The Committee serves to protect the affiliated schools' financial investment and ensure that the Partnership is effectively managed, advised and supported.

Funding

The Partnership core staffing and operations are funded predominantly by the affiliated schools. Funding may change year on year but the list below provides a general breakdown on the **income streams**.

	Approximate Income P/A	% Income
Affiliation Fees - Primary and Special Schools	£130,000	41%
Merton Inspire & Educate Programmes Surplus Specialist sport provision in schools, professional development and sales of the Scheme of Work.	£130,000	41%
Government funded School Games Organiser 3 day role	£24,000	8%
Healthy Schools London – Merton Lead	£10,000	3%
Externally Funded Projects and other income	£20,000	6%
Total	£314,000	

The Partnership's finances are reported to the Steering Committee bi-annually. Copies of the report will be provided to the affiliated schools upon request.

The Partnership is also fortunate to receive support and resources from other partners including but not limited to:

Harris Academy Morden and Harris Federation

Hosting office space, line management process, financial structure and audit, ICT provision, Human Resources, payroll and Safeguarding and Welfare procedures in PE and school sport.

Merton Schools

- Schools make use of Primary PE and Sport Premium Funding to affiliate to MSSP and release time for PE Cos
- Schools provide facilities for each other to use at no cost
- Head Teachers and senior staff support the Steering Committee

Local Authority

Provide support and guidance through the Schools Improvement Team

London Sport

Support and guidance

Greenwich Leisure Ltd (Better for Everyone)

Contract holder for LA pools and schools' swimming programme. Provides support for School Swimming Development Group.

Wimbledon Junior Tennis Initiative / AELTC

Delivery of the WJTI programme for all Merton Schools plus additional coaching support and teacher training throughout the year. Frequent and free use of facilities including the Raynes Park Tennis Centre.

Old Rutlishians

Use of facilities for agreed sports events, access to coaches and event support staff through their coaching programme.



7. Workforce

In order to achieve our Borough wide aims our workforce involves a range of personnel. These include the core MSSP staff team as well as School Staff, Volunteers, Sports Leaders, Sport Specialists, Consultants and the Members of our Steering Committee.

Safeguarding the children we work with is paramount and the HAMD Safeguarding and Welfare protocols are thoroughly considered and implemented at all times within the recruitment, deployment and development of the workforce.

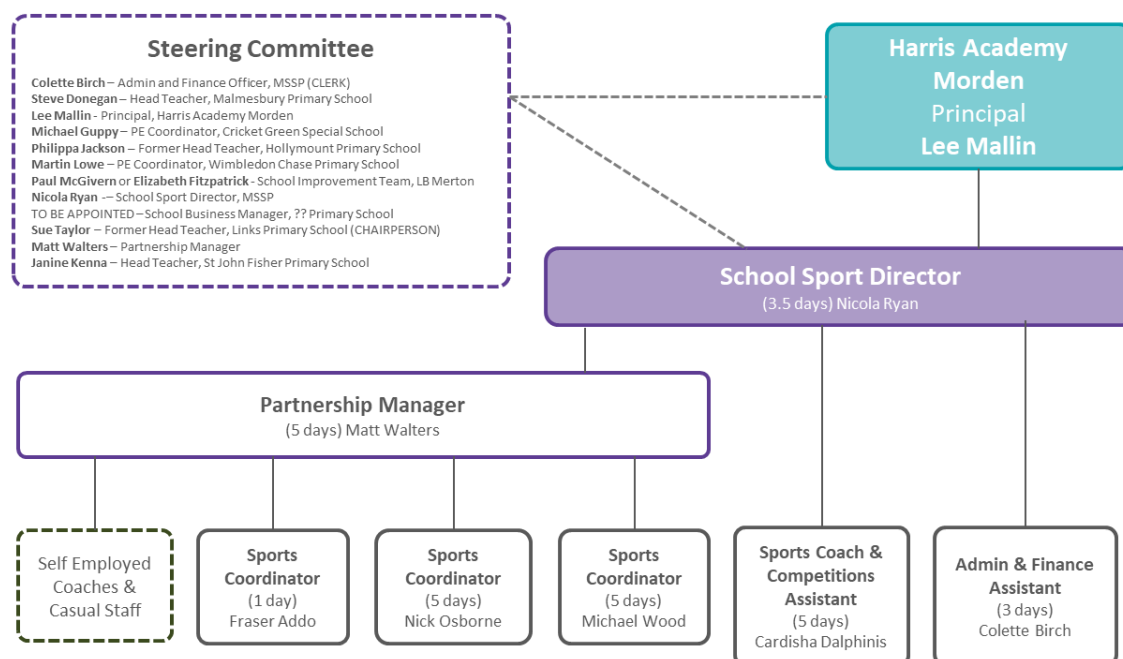
MSSP Core Staff Team

The core staff team are all based at, and employed by, Harris Academy Morden. Within the team is the School Sport Director (SSD) who oversees all strategic planning and management. The SSD is supported by the Partnership Manager (PM) who is in charge of the operational management and development of the Partnership and the self-employed sport specialists. The Sport Coordinators (SC) each lead a cluster of schools to help them meet their PE, PA and sport aims which will in turn feed into the Partnership's overall vision. The team are supported by the Admin and Finance Assistant.



The team provide PE and sport training for primary teachers; support and guidance to each school, plan and deliver competitions, leadership training and coaching opportunities. Each SC also leads the whole partnership in a specific area. These include the School Games and Competition, Leadership, Healthy Schools, Specialist Sport Provision, Professional Development, REFSPECT and Inclusion.

MSSP Staff Structure Chart, September 2022



Steering Committee

The Steering Committee provide a vital role in challenging, supporting and guiding the Partnership. The group meets at least 2 times per year with specific sub-meetings organised when required. At the Autumn Term Meeting, the targets for the upcoming year are agreed and the SSD reports on the previous year’s outcomes, improvements to be made as well as the financial report. The Head Teacher (HT) that leads on PE and Sport for the Merton Primary HTs group will feedback to the Borough HTs on any prevalent issues. The SSD or PM regularly attend cluster Head Teacher meetings to consult and engage with the Head Teachers.

Workforce Development

The development of our workforce is key in order for us to achieve our aims and provide high quality and enjoyable opportunities for our young people.

MSSP Core Team

The MSSP core teams’ professional development programme forms an integral part of the performance management process. Staff development questionnaires are completed at the start of the year and review meetings undertaken termly to provide valuable feedback and to plan the training required in order to develop the staff.

MSSP Wider Team

MSSP also facilitate a range of training and development opportunities for the PE Cos, School staff, volunteers and self-employed sport specialists to ensure the whole workforce are enabled and enthused to achieve their goals.

MSSP work closely with local and national education providers to keep up to date with the training and development landscape. The Partnership advocates that Primary schools make good use of the Primary PE and Sport Premium funding to upskill the workforce and embed good practice within the school.

Sports Leaders

MSSP also provide specific training programmes for secondary school sports leaders and officials and to Year 5 leaders.



8. Communication

In order to achieve our objectives it is vital that we communicate effectively as a Partnership. Key methods of communication are detailed below.

MSSP Core Team Weekly Update Meetings – MSSP team meet weekly to discuss and plan upcoming events and competitions as well as to review events and programmes and highlight improvements.

MSSP/HAMD Performance Management structure – Enables regular Line Management meetings and target setting as well as feedback and appraisal opportunities.

Head Teachers and School Business Managers – MSSP attend HT and SBM meetings to gather feedback and update on the Partnership’s performance and new initiatives or plans. MSSP will also email correspondence as required to keep Head Teachers up to date.

Safeguarding and Welfare – All MSSP Staff, Volunteers and Self Employed coaches undertake annual training with HAMD Safeguarding lead. The SSD has regular contact with the Designated Safeguarding Lead to ensure MSSP are up to date with protocols and to discuss any concerning matters. The SSD and PM alternate attendance at the annual DSL update training with LB Merton.

PE Coordinators:

- **Conferences** – MSSP provide two conferences per year to ensure that all PE Cos feel equipped to lead PE, PA and Sport back in their schools. They are able to network, gain new ideas and skills and find out about up to date initiatives and information at these events.
- **PE Co / Sports Coordinator 1-2-1 meetings** – SCs are available to meet termly (or more if required) with PE Cos to support them with their role and targets.
- **New PE Co Inductions** – MSSP run one of these every September to ensure the PE Co feels supported by MSSP and understands the breadth of the role.
- **ECT Training** – MSSP provide around 4 sessions per year to upskill new teachers around the PE Curriculum.
- **Survey** – an annual survey is sent to all PE Cos (and HTS) to gather feedback around the services we provide and any changes that could be made to improve our programmes.

Newsletters - MSSP send out newsletters across the year to highlight achievements, changes to the landscape and key information.

Website and Social Media – the website provides a key source of information for PE Cos, school staff, students and parents. It contains details of all upcoming events and staff training as well as information about the Partnership and it’s programmes. PE Cos have their own log in and dashboards to enable them to book onto events and records their bookings. News reports are also posted within 24 hours of any competitions. During the events we seek to report via twitter with updates. We also share ideas and other news via our twitter feed.

Emails and Telephone – Our team have direct email contact with all PE Cos and School Staff. Our office mobile is manned 09:00-15:00 daily (term time) and taken to events with us if the office is vacated.

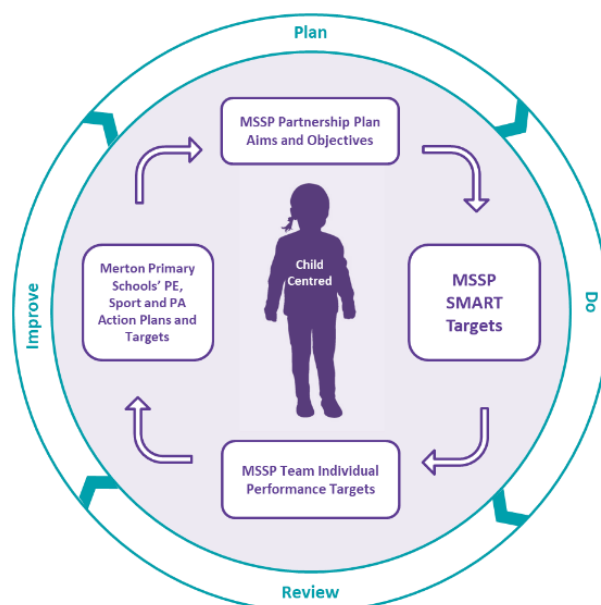
Young People – We communicate with the beneficiaries themselves via iPad surveys and discussions at our events, PE delivery and other programmes.

9. Plan, Action and Review

The flow chart demonstrates how the Partnership plans and sets targets in order to achieve the Merton wide Key Aims and Objectives for our young people.

School PE, PA and Sport Action Plans

Each primary and special school is encouraged to complete their own annual PE and PA Action Plan which can link to their Merton School Sport Mark Award results, the School's Development Plan and to the Primary PE and Sport Premium Reporting Template. This plan will in turn support the Borough as a whole to achieve the Partnership's aims and objectives.



The Partnership Plan

The Partnership's SMART Performance Targets will be agreed by the Steering committee and documented annually. Outcomes from the Partnership's Performance Targets will be reviewed and reported back to the Steering Committee by the School Sport Director in Autumn of the next academic year.

Merton School Sports Mark Award

The Partnership created its own Award scheme for PE and School Sport in 2011 when the national PE and School Sport Survey ended. The award is reviewed and developed annually to ensure it is up to date with national direction and local need. The criteria link closely to our key aims and grade the school's responses as Gold, Silver or Bronze. A school that achieves Gold 5 years consecutively will receive a Platinum award that year.

Each school is actively encouraged to complete the Merton School Sports Mark Award annually. The Award provides a good insight into how our schools are working towards the Partnership's and their own Aims and Objectives. The data enables the school to benchmark itself against other local schools and review any areas that could be improved. It also allows us to recognise and reward good practice happening within the Merton schools.



Impact

Performance Targets are set each year help us to measure the impact of our work across the whole Partnership. Evidence taken from the results of the Merton Sports Mark Survey and Surveys of the PE Coordinators support this review.

The outcomes from our work are documented annually in the **MSSP Performance Targets Review** document, which is reported to the Steering committee and available to all affiliated schools upon request.

10. Programmes

With our partners, we deliver and facilitate a range of both national and our own Partnership's PE, PA and school sport programmes in order to meet our objectives and fulfil our coordinating role for our stakeholders. A detailed but non-exhaustive list of these programmes can be found below.

Merton Inspire & Educate PE

Merton Inspire & Educate PE is our sub brand for the specialist sports provision and professional development elements coordinated by the Partnership. Merton Inspire & Educate PE programmes seek to establish links with schools both inside and outside of the Merton borough. Engaging with other schools and offering our services to a wider audience will help share good practice locally and nationally and bring in additional income to reinvest into the Partnership's work.



The provision offered to schools is divided into two strands:

Sport Specialist Provision

This includes PPA cover and extra-curricular activities. Every member of the delivery team possesses the following attributes as a minimum requirement: enhanced DBS, UKCC Level 2 in at least one sport (and/or QTS), 1st 4 Sport Level 3 Certificate in Supporting the Delivery of Physical Education or equivalent, experience of working in primary schools, first aid, safeguarding, public liability insurance certificates. They also undergo observations throughout the year.

Professional Development

This includes workshops; bespoke whole school training and INSETs; PE mentor support and lunchtime supervisors training. The professional development opportunities on offer are an excellent way for schools to use their sports premium in order to sustain high quality PE provision within their schools. We also develop resources for all schools to support their staff development and delivery to students.



MSSP PE, Sport and PA Resources

Merton Primary PE Schemes of Work

The Partnership have developed their Primary PE Schemes of Work which provide a comprehensive framework for Primary School PE. These Schemes were developed predominantly to help the less confident classroom teachers to deliver PE to support their delivery of high quality, progressive, engaging and active PE. The Schemes include Early Years Foundation Stage, Athletics, Games (1&2), Gymnastics (Edition 2) and Dance folders. Merton Primary and Special schools received the folders and videos as part of their membership package to the Partnership from 2017-2021. As part of their 2021-2025 affiliation, all schools received the new Edition 2 Gymnastics Folder and access to all SOW (including videos) online, on our new website in September 2022.

Other Resources

In response to the recent COVID-19 pandemic, MSSP devoted much time and effort to develop online video resources to support students at home and teachers in school during the lockdowns. These videos are available to all schools on our **Merton School Sport Partnership YouTube Channel**. We also host a plethora of supporting videos for teachers to deliver areas such as warm up games, virtual school games competitions, guides to the rules for sports and general coaching ideas.

REFSPECT

All children have the right to be able to take part in PE and sport without abuse, in a nurturing, growth mindset environment where they feel confident to make their own decisions and learn from their own 'marvellous mistakes'. The REFSPECT campaign promotes a positive and encouraging approach to competitive school sport where the participants can perform and learn in a fun, safe and supportive environment. The campaign aims to remove any negative, abusive or unsupportive behaviours from all those involved.

By improving the environment for those performing, coaching and officiating we hope this will further develop their ability, commitment and interest in sport.

We actively encourage all schools to offer continuous support of the campaign and its importance as a safeguarding tool, both within their own school and at all sporting events.

We celebrate the schools that have actively embraced the ethos of the programme and present them with the REFSPECT trophy. This is given at the end of each academic year, to the school with the most nominations from other schools at our Partnership events.



Other Local or National Programmes

- Active Classrooms
- Active 30/30
- AfPE Membership
- Borough Football Teams
- Change for Life (C4L) Clubs
- Community Club Links
- Daily Mile
- Give It Your Max – Tennis Coaching
- Healthy Schools London
- Inclusive Competition
- London Youth Games (LYG)
- Merton Sports Leaders Academy KS 2 – 5
- Merton School Sport Mark (MSSM)
- Merton School Swimming Development Group
- NGB's Talent / Performance Pathways
- Panathlon
- RESPECT
- Satellite Clubs
- School Games Intra and Inter School Competition and Regional/National Pathways
- School Sport Clubs
- Surrey Schools Associations (various sports) and Competitions
- Surrey Special Schools Sports Association
- Wimbledon Junior Tennis Initiative (WJTI)

11. Risks

Potential risks to financial sustainability of MSSP and our capacity to meet our objectives are highlighted in the table below.

Potential risks	Prevention / solutions
Staff attendance / capacity limited	Employ suitable staff and performance manage them effectively. Support and train staff to avoid stress and over working, encourage a work / life balance. It's impossible to foresee or have an impact on individual's health but possible to hold some reserves to employ support if long term sickness or cover is required.
Schools no longer require PPA cover for teachers	Our objective is to embed good quality PE in our schools. If schools no longer require PPA then it is likely to be due to the development of their own staff to deliver good PE. We would have to seek alternative income to provide whatever support the schools still do require. If national guidance around PPA were to change we would have to work with our partners to find a solution which best suits our schools and the Partnership. This may include scaling down our services or an increased affiliation charge to schools.
Schools use alternative providers or coaches may try to go directly to the schools we have introduced them to	Ensure PPA package is competitively priced, reliable and high quality. Promote effectiveness of MSSP PPA package to schools - using our coaches helps sustain the Partnership rather than a private coaching business. Ensure legal contracts with schools and coaches are in place to minimise coaches going directly to schools where we have previously provided the link for PPA cover.
Government to cut Primary PE funding	This is somewhat secure until 2023. In the longer term MSSP could continue to expand the Inspire and Educate programme and sale of resources as an income generator.
Host site is lost	Work closely with Principal and Federation to ensure that if there are any changes to hosting agreements, they are not at the detriment of the Partnership. Set up a more formal agreement regarding the hosting and management of MSSP and it's assets with HAMD and the Local Authority.
Schools no longer choose to buy into the Partnership or a borough wide approach	Regularly consult with HTs and PE Cos to ensure they are satisfied with our services. Attend HT meetings where possible to ensure we are providing the support they require. Publicise and promote the importance and the benefits of the Partnership to ensure buy in. Keep abreast of any changes to national funding structures. Agree longer term membership with Schools to encourage whole Borough approach. Concerns that with the planned national academisation to schools it may become more difficult to maintain a Borough Wide approach to School Sport. Working with Steering Committee and School Improvement Team to keep aware of changes and work out solutions.
National SGO funding is discontinued	If SGO funding is not continued in the long term would have to reconsider our staffing structure at that time and potentially reduce the provision of competitions.

12. Focus and Targets for 2022-23

Once agreed by our Steering Committee, MSSP targets for 2022-23 will be fully documented in our Performance Targets document available to affiliated schools upon request.

Our focus for the year will entail:

Organisational Targets

- ✓ More advanced planning with our planning/target setting, conferences, recruitment and competition calendar and website information.
- ✓ Review our approach to diversity across school sport and within our organisation in order that all our stakeholders, both children and adults, that have protected characteristics, feel better represented, consulted, safe, empowered and supported by our Partnership.
- ✓ Effectively implement the new competition/events structure and calendar.
- ✓ Explore methods to engage/consult with children to capture their voices, experience and enjoyment at our events and in PE, PA and Sport activities.
- ✓ All affiliated schools complete MSSM award by July 2022

PE Provision

- ✓ 100% of Primary schools delivering 2 hours of PE every week for every pupil
- ✓ Engage with 20 Schools to provide PPA and PE Mentoring
- ✓ Develop more young coaches to enhance the workforce

Physical Activity Provision

- ✓ At least 85% of Primary schools delivering Chief Medical Officer guidelines of 30 minutes of physical activity for every pupil every day to support the physical and mental health of students

Extra-Curricular provision

- ✓ 90% of Primary Schools achieving Merton Sports Mark Gold Standard (e.g. For an average 2 form entry the school will provide 7 extra-curricular sports/physical activity opportunities every week.

Leadership

- ✓ 400 Secondary pupils supporting MSSP Competitions and Events
- ✓ 2000 Year 5 pupils undertaking MSSP sports leadership training to support Sports and Activity in Primary Schools.

Competition and Events

- ✓ More advanced/forward planning with our 2023-24 calendar and advanced communication with PE Co's
- ✓ 70 Primary Inter School Events/ Competitions
- ✓ 10,500 Participants
- ✓ More, different children can represent their school and enjoy participating – FUN and RESPECT

Swimming

- ✓ Plan this year, for better school access to pool slots from Sep 2023
- ✓ 70% of pupils achieving GLL Green Level Swimming, a range (3) of strokes and safe self-rescue

Healthy Schools London Award Programme

- ✓ Engage with schools to communicate the award and benefit of healthy schools programme
 - 56 schools registered, 26 Bronze awards, 15 Silver awards, 8 Gold awards



Contact Details

Merton School Sport Partnership
Harris Academy Morden
131 Lilleshall Road
Morden
Surrey
SM4 6DU

www.mertonssp.org.uk
[@mertonssp](https://twitter.com/mertonssp)

07927896062
info@mertonssp.org.uk