



Liberty Primary School: Y5 Sports Leaders Youth Voice Project Report

March 2025

Purpose

According to YST, youth voice:

- Actively seeks the views of young people to understand their experiences and perspectives
- Involves them in meaningfully in making and enacting decisions about topics that affect them.

One of the strands of youth voice entitled “Co-production” encourages a team of pupils to design and deliver activities, projects or services.

In line with this, this project sought to train and develop 16 Year 5 students (aged 9-10), from a school within one of Merton’s most disadvantaged areas, to become confident and resilient sport and physical activity leaders. The leaders in turn were tasked with inspiring a younger generation of children to be more active through the delivery of an inter-school multi skills sports event.

Delivery Model

- Merton School Sport Partnership (MSSP) visited **Liberty Primary School** in December 2024. 16 children selected by the year 5 teaching staff and the school's PE coordinator were surveyed at the start of the project to measure:
 - Their confidence levels in delivering sports and games to younger children.
 - Their resilience levels.
 - Their understanding of “teamwork” and the importance of teamwork in sport.
- In January 2025, MSSP delivered a training day for the whole of year 5 at Liberty. MSSP staff worked throughout the day training the entire year 5 cohort to develop their leadership and communication skills. This involved sessions for the leader's own personal development in the morning, after which they supported the delivery of team building games, multi skills and inclusive sports such as Boccia to younger children during the afternoon.
- MSSP then returned to Liberty for 3 consecutive weeks in February 2025. In the first session, the leaders were put into pairs and asked to design the games that would be delivered at a multi skills festival the following week. They then had a chance to practise delivering their game to the rest of the leaders and consider what they may need to adapt ready for next week's event.
- MSSP allocated each group a specific type of game to design (tagging game, running game, throwing game, football skill game). The leaders had free rein on the game's name, the equipment needed and its rules. They were asked to discuss and make notes on:
 - Safety considerations for their game.
 - How to ensure the children they were leading had the opportunity to be as active as possible during the approximate 10 minutes at their station.
 - How they could explain the game briefly and demonstrate it to their group.
 - Adaptations they may need to make while delivering to make sure the game was inclusive.

- On Monday 10th February, MSSP delivered an event at the school. We welcomed 153 children from years 3 and 4 (aged 7-8) from 10 different schools to take part in our multi skills festival. After an introduction from MSSP staff, 4 of the leaders immediately showed great confidence, when they delivered a speech to the visiting children and adults, explaining that they had designed the games and would then be delivering them to the children in a carousel style event.
- In the final session, MSSP visited the leaders to survey them again on the same themes as the introductory session back in December, and to ask them to write about their experience of the whole process. They were presented with a certificate and a copy of the event brochure to thank them for their efforts.

1.1- MSSP delivering Y5 sports leaders training



1.2 MSSP Event Brochure (1)

merton
School Sport Partnership

Y3/4 Mitcham Town Multi Skills Festival
Monday 10th February 2025
Designed and run by leaders from Y5 at
Liberty Primary School



merton
School Sport Partnership
@mertonssp f mertonssp

REFSPECT
SCHOOL SPORT

Outcomes and Impact

The programme was very well received by the school, with clear benefits for those impacted by the programme, leading to the development of key life skills and confidence from the 16 selected year 5 children.

Overall Participation

- **56** Year 5 children took part in the full day of leadership training (**16** were selected to lead at MSSP's festival)
- **153** children from 10 schools took part in the multi skills festival led by the Year 5 leaders.

Survey Responses

Year 5 Sports Leaders

The leaders were surveyed before developing receiving the MSSP sports leaders training, and then again 12 weeks later, after delivering the multi skills event.

- ✓ **100% of the sports leaders** believe that the project has had a positive effect on their self-confidence.
- ✓ **56%** feel they have improved their communication skills.
- ✓ **50%** said they have improved their ability to work as part of a team and their understanding of how crucial teamwork is in sport.
- ✓ **37%** feel they are more patient because of their experience at the MSSP festival.
- ✓ **32%** are more confident teaching sports activities to younger children. **68%** said that their ability to teach sporting activities has remained the same.
- ✓ **12.5%** reported an improvement in their resilience levels as a result of this sports leaders project. **87.5%** said that their resilience levels have remained the same
- ✓ **12.5%** believe that they are able to show more empathy towards younger children and to children with lower sporting abilities than themselves.

Summary of Impact (Leaders Responses)

The leaders were first asked to reflect on what went well at the festival. The key themes that arose from their feedback were:

- ✓ The event participants understood the activities due to the leaders clear and concise explanations, as well as each activity being demonstrated.
- ✓ The children who took part seemed like they were having fun. The leaders showed good enthusiasm throughout which they were able to transmit to the children they were leading.
- ✓ Some of the leaders have gained a greater sense of the importance of being organised. This was shown as they had practised their explanations and demonstrations beforehand, as well as knowing how they were going to adapt the games for different abilities. This meant that they were fully prepared when children were finding the activity too easy or too difficult.
- ✓ Some leaders were surprised at the respect shown to them and listening skills of the participants. They were expecting the children to misbehave, but the leaders were able to command the groups well, leading to good behaviour from the majority of the children in attendance.

The second part of the evaluation process asked the children to reflect on what they may change about their game, their delivery style, or the event if they were to run it again. The main areas noted for development were:

- ✓ The Y5s were not aware of the ability levels of the children attending, so as a result felt that they planned activities that were too simple. Quite a few of leaders would like to design a more difficult activity and then modify it if necessary.
- ✓ The leaders had to deliver their games to up to 20 children at a time. Some leaders found it quite time consuming to have to split them into lanes or groups for their activities and required the help from supporting teaching staff. The children asked that if they had to deliver another festival, to have to deliver to smaller groups.

Finally, the children were asked to reflect upon what they had learnt about themselves during this process:

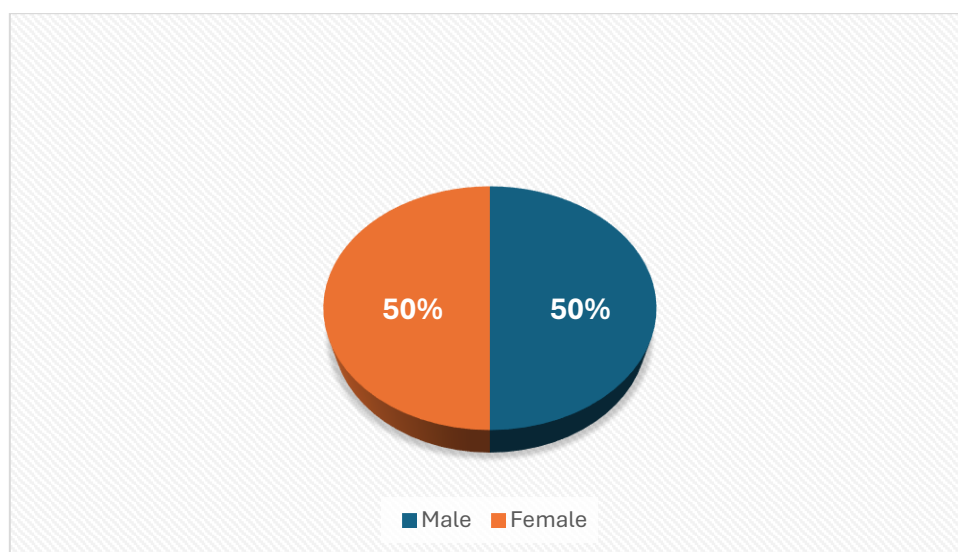
- ✓ "I learnt that I am good at leading and teaching"
- ✓ "I was good at communicating. I have to improve being calmer"
- ✓ "I like that I am not scared to speak in front of people"
- ✓ "I want to improve my patience, because I kept stopping when the kids were talking and ruining the fun for the rest of the kids"
- ✓ "I think that I had great communication"
- ✓ "I think that we communicated great! Maybe could explain a bit quicker and easier"
- ✓ "I would like to improve on my teamwork"
- ✓ "I found out that I'm really confident with talking to people and explaining things clearly"
- ✓ "I learnt that I do have some patience"

Supporting Data

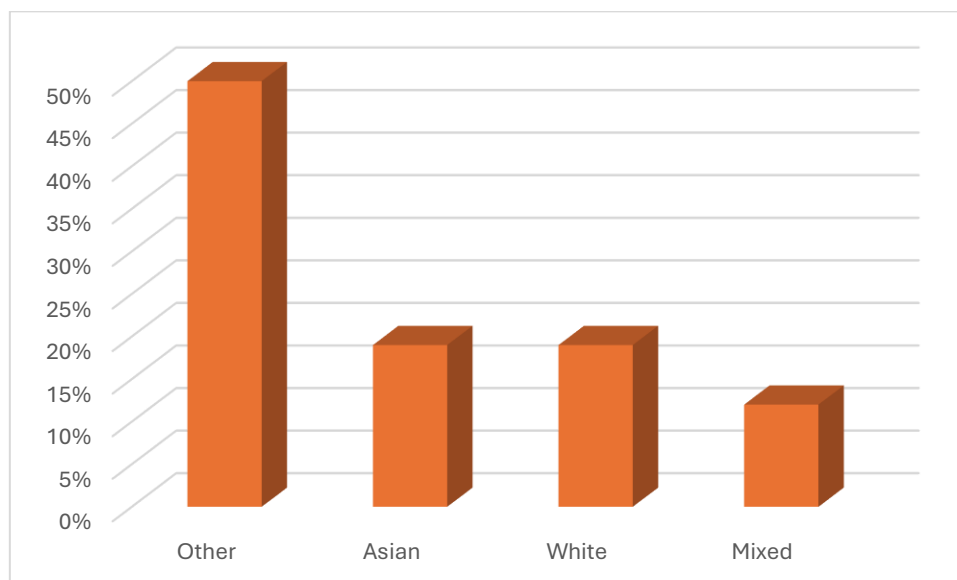
Primary Participant Group

Based on the Index for Multiple Deprivation, Liberty Primary School are rated at the lower end of this scale (more deprived). The percentage of children entitled to Free School Meals (FSM) is also listed below.

- Liberty Primary School (IMD 4, FSM 37.8%)
- The percentage (%) gender of project participants (Total – 16)



- Ethnic backgrounds of project participants (Total – 16)



- The percentage (%) who have a disability, access requirements or learning difficulties.
 - **19%** of the Y5 cohort (56) who received the MSSP training have a disability, access requirements or learning difficulties.
 - **12.5%** of the sports leaders (16) who lead on the delivery at the MSSP festival have a disability, access requirements or learning difficulties.

Testimonials

“The children in my class have clearly grown in terms of showing greater responsibility and being role models in the classroom”

Ms W. Ayres (Liberty – Y5 support staff)

I have noticed the children in my class are able to communicate more clearly and more confidently, not only with their peers, but with other adults”

Miss C Ayres (Liberty – Y5 support staff)

“The children are much more confident in their communication and social skills”

(Ms. Rodrigues – PE Lead)

“The games all went well, and everything went amazing”

(D – Year 5 Sports Leader)

“It was a great experience, and it was good for my mental well-being. I enjoyed it”

(E – Year 5 Sports Leader)

“I would not have changed anything. I thought this was perfect”

(D – Year 5 Sports Leader)

Summary

We believe this project has been very effective and worthwhile for the recipients. We hope it will remain embedded at the school moving forward, with the leaders having the opportunity to deliver lunchtime activities to children in EYFS or KS1.

This is most likely to happen where the PE Coordinator and the SLT are keen to improve physical activity levels within their school and willing to allocate lunchtime staff and resources to oversee and promote the programme.

We would like to build on the success of this project in the next academic year by working closely with either Liberty or another school that shows high levels of deprivation in the Borough. It would be interesting to work with a group of children who show lower levels of activity and/or interest in sport.

To see if we can not only help them develop key life skills such as communication and teamwork, but also an increased desire to engage with sport at school, hopefully resulting in them leading a more healthy and active lifestyle.