



**Association for Physical Education
Supports the Transformation of the Physical Education Learning Environment
'Flexible Spaces for Physical Learners'**

In supporting the Governments agenda for transforming education the Association for Physical Education (afPE) commends the following advice and encourages strategic Local Authority PE colleagues to take a proactive lead in local discussions. In particular afPE supports the ambition to provide spaces for learning that are both innovative and fit for purpose.

Vision Statement:

The Association for Physical Education wants everyone to be able to access quality physical learning environments that enable learners to be successful, confident individuals and responsible citizens.

Learning Centres need to ensure that:

- The physical environment provides flexibility to support breadth of activity within the learning experience and afford access to physical activities, extended services and community provision.
- Structured curricular learning in the physical environment can support safe, enjoyable, creative, competitive, socially interactive and health focussed activities that not only exist within physical education, but also support active learning across the wider curriculum.

From Sports Halls to Learning Spaces...

Amongst a number of key considerations it will be important to reflect on the limitations of some long held beliefs. Physical educationalists are the experts in adapting space to suit the needs of learners. Such maximal space should however not be determined by the parameters of any particular activity. Consideration is required to ensure that space for sport and physical activity in the foreseeable future is flexible and accessible for everyone.

Considerations:

The following key prompts, whilst certainly not an exhausted list, provide central discussion areas in determining your future physical learning environments:

- ? What will physical education look like in the future?
- ? What are the learning outcomes learners will need?
- ? What sorts of learning relationships do we want to foster?
- ? What competencies do we want learners to develop based on key concepts, key processes, range and content?
- ? What tools and resources including ICT will support and enhance learning?
- ? Where do learners want their learning to take place?
- ? Who is best placed to lead the learning?
- ? Who will learners learn with?
- ? How will learners learn?

In addition:

- ? How will flexible spaces support multi-disciplinary learning, in physical education and other curricular areas?
- ? What learning spaces are required, including changing areas, to enable the above to be achieved?
- ? How will these learning areas contribute to wider community provision and how is this supported through your role within the local stakeholder group?

**Note here for the community stakeholder discussions:

- ❖ Partnership for Schools – “PE & Sport in BSF Factsheet” to download from:
http://www.p4s.org.uk/design_guidance.htm#PE_Sport
- ❖ Sport England – “The Win Win Scenario” a download toolkit from:
www.sportengland.org/bsfinfo

Learning Centres should provide indoor and outdoor spaces that:

- are flexible and large enough to cater for a range of users;
- provide perimeters that are flexible and support and enhance learning;
- provide ICT functionality to support and enhance learning opportunities;
- provide appropriate surfaces and linage that enhances learning;
- support the requirements of agreed stakeholder groups in particular, support structured learning as well as recreational and sporting activity;
- are suitable for a range of weather conditions and enable users to have year round access;
- provide safe environments fit for learning (see afPE, “Safe Practice in Physical Education and School Sport”, Chapter 15 - Buildings and Facilities – To be published summer 2008).

‘**Flexible Spaces for Physical Learners**’ is intended as a scene setting document. In order to translate your aspirations into reality you will need to consider the appropriate supporting design and technical documentation, a single overview of relevant design guidance is available on the Partnership for Schools website www.partnershipsforschools.org.uk, or follow the direct link below to this:

http://www.p4s.org.uk/design_guidance.htm#PE_Sport

Then download the ‘**design guidance reference document**’.

In addition, we are developing a range of **Case Studies**. These demonstrate examples of good practice in so much as they have been identified as providing contemporary and flexible learning spaces, support innovative curriculum design including effective engagement with ICT or promote good dual use and community access.

There are currently only a few initial case studies enclosed to demonstrate how this section should look, we are seeking more and would value any further examples colleagues may wish to suggest.

All that is required is a single photograph and a short description of up to 200 words, including a contact e-mail address for further detail. Please return to: john.matthews@afpe.org.uk

Please note:

The case studies refer to specific projects or builds. Reference to a commercial company within a case study does not imply any particular endorsement of that company by afPE. It is the responsibility of a school or provider to research wider commercial provision of these.

Example Case Studies

Securing additional funding through community engagement – a BSF Pathfinder bid



Colleagues at Penryn College in Cornwall were clear that BSF provided a significant opportunity to enhance the learning environment of the school and strengthen wider provision within the local community. This case study outlines some key approaches in co-ordinating this exciting development, in place from September 2008:

- Formation of a school management team, led by deputy headteacher Paul Walker, involving the headteacher, business manager, two governors with relevant skills and an external adviser. Key was the headteacher's role as part of this team but significantly removed from day to day organisation allowing maintenance of an executive role.
- Funding from the bid was used to provide the release time for managing the project.
- Local community engagement through a number of group sessions involving parents, pupils, various community groups and local higher education provision focusing on what they wanted to maintain and improve on.
- Creation of a whole school vision statement for the BSF bid, with PE, sport and the community central to this.
- School engaged with the LA in the selection of the successful company contract.
- The deputy headteacher, an ex head of PE, used to developing funding bids, worked alongside the RFU, AENA, Sport England and the Football Foundation to provide additional matched funding for community use ensuring the desired enhanced facilities.
- These will include a 6-court sports hall, 4 covered tennis / 2 netball courts, health and fitness suite, PE community classroom, activity suite, dance studio and floodlit astro turf, as well as the existing small training MUGA

For further details on this project please contact Paul Walker on: PWalker@penryn-college.cornwall.sch.uk

ESP Multi-skills initiative to support the new Key Stage 3 curriculum



Derby City currently operates numerous interventions in primary schools, contributing towards the area wide 'BeActive' campaign that seeks to raise physical activity levels. National research in this area has also been conducted by Leeds Metropolitan University in partnership with ESP (Education & Special Projects). Members of Derby City's BSF key stakeholder group expressed interest in understanding more about physical activity for children during Key Stage 3. In particular understanding the role of curriculum development and teaching styles in supporting the move towards multi-skills and a multi-sports environment.

The ESP CPD team have designed a training module to support some key processes in the new Key Stage 3 curriculum. This will focus on a Multi- Activity Development Environment (MADE), consisting of five permanent thermoplastic markings designed to facilitate multi-skills and multi-sports development. Derby City will be used as the main pilot for this work, with markings installed in all secondary schools. MADE is designed to solve issues related to the more creative use of flexible learning spaces within PE and sport, and at the same time provided a stronger link between indoor and outdoor learning experiences.

For further details on how to be involved in the scheme please contact ESP's Director of Physical Literacy, David Morley: david.morley@esp-playgrounds.co.uk
and visit the ESP website: www.esp-playgrounds.co.uk.

Multifunctional Squash Courts



Designed and built by ASB, three squash courts transform into a 200 square metre sports hall where a wide range of sporting activity can take place, from Aerobics and Dance to Volleyball, Basketball and Short Mat Bowls. Electric motors move the sidewalls within 2 minutes to create space. The innovative technique of movable walls offers new dimensions to ensuring flexible space

The National Squash Centre at Sport City Manchester host of the Commonwealth Games 2002 has six ASB Squash Courts with movable side walls; these were recently used as a reception area at the British Olympic Gymnastic trials and a show area at the British Open. This type of multifunctional facility already has examples all over the country including leisure facilities in Abingdon, Hungerford and Rugeley as well as the Universities of East Anglia and Birmingham.

John Bright School in Llandudno has two ASB Courts with a movable side wall and two ASB Rotary Glass Back walls. The facility is used by the students as a theatre/drama studio, for squash and other activities during the day and then for squash by the local residents in the evenings. Bramhall High School in Cheshire has two ASB Courts. These are used by students as a dance studio during the day and by a private squash club during evenings and weekends.

ASB UK is currently installing three Squash Courts with movable side walls at the Whitgift School, Croydon and in the new Leisure Centres at Elmbridge, Southwell and Cirencester.

More detail is available at: www.asbsquash.com

All-through 0-16 full service extended school



The Hadley Learning Centre (HLC) is a £70 million PFI project opened in September 2006. HLC is open 7am until 10pm each weekday and available at weekends and during school holidays for community use. HLC is an all-through 0-16 full service extended school, in a brand new facility and comprises separate infant, primary and secondary schools as well as special school provision for students with severe and profound learning and physical disabilities.

There is also a Children's Centre the base for a multi-agency team led by an Integrated Services Manager, co-ordinating a large group of professionals from health, behaviour support, EWO's, family support and inclusion services. The local community and school also share the library. Of additional interest:

- All four headteachers meet regularly with HLC's Principal to promote synergy and harmony.
- Each school has designated PE facilities, with clear opportunity to capitalise and share.
- The secondary school gymnasium has built in audio visual facilities.
- Arts Council funding has been used to "personalise" the decoration of the buildings.
- Capital build funding is shared across the schools.
- There is a shared performance area used for plays, concerts and dance productions.
- There is a well planned system of security doors to control movement between schools.
- Colouring coding of doors and walls makes it easy to distinguish between the four schools.

To learn more visit: <http://www.hadleylearningcommunity.org.uk/index.html>

Making Facilities work with School and Community



Calthorpe School and Sports College is a 2-19 SEN School for children with Severe Learning Disabilities, including a number of children with Autistic and Profound and Multi Learning Difficulties. In rejuvenating our learning environments the aim was to provide outstanding facilities for both the school and community. To do this, as well as creating a brand new 2 badminton court sports hall, the school:

- Combined 2 classrooms to create a fitness room with the latest fitness equipment, enabling us to inter-relate ICT with health and fitness to develop children's skills, knowledge and understanding in both areas.
- Opened these facilities to the local community 3 times a week during the school day and every evening and weekend. We have also now invested in appropriate fitness equipment for our younger children, and provide community fitness sessions for younger local children during community time.
- Turned the traditional school gymnasium into a dance/drama studio by removing the wall bars and beams and installing lighting and curtains together with pull out seating, a screen and projector so that the facility can also be used as a theatre for productions and conferences. These facilities are used by both school and the community for a range of activities and support curriculum developments such as our 'MAD' (Music, Art and Dance) afternoons.

For further details on this project please contact Denise Fountain on:

denise.fountain@calthorpe.bham.sch.uk

Changing Rooms for the Future



At Uffculme school (Devon), the changing environment was a key part of the concept design when planning the PE facilities. It was recognized early in the planning process that the outdoor changing space needed to be larger than the indoor space so that lesson starters & plenarys could be successfully delivered. For indoor lessons these important parts of lessons would naturally be facilitated in the working space.

It is important that no changing takes place in the middle of the area and therefore pegs and benches are positioned around the outside of the area, creating a high quality communication zone for discussion and presentations by the teacher or students. The area is further enhanced by a 32inch waterproof LCD screen which allows for video analysis and direct access to a computer and the school servers and network.

Finally within the design concept an attempt was made to ensure the transition for changing to teaching could be easily managed. Direct access to the outdoor teaching space is provided by a larger roller door which opens out into a covered area for youngsters to deal with footwear. The design of the building also ensured that the outdoor changing is kept very separate to the indoor spaces, helping to maintain a clean and professional space



For further details contact Steve Kibble - Adviser for PE, Devon LA on: Steve.Kibble@devon.gov.uk

Information Technology in Physical Education



In today's electronic world, there is increasing access to resources and software which make a significant difference to the pace of learning. Physical education departments must make the use of such supportive technologies easy to manage. Teachers will require an integrated system which is built into the design of the building, removing the barrier of excessive set up time. The following list of requirements should be considered as a minimum requirement for new builds:

- Each teaching space must have **electronic presentation facilities**, either through LCD screen or projection system for larger spaces. Where balls are used the projector can be safely mounted in an adjacent space. The value such a facility in outdoor changing areas has also proven effective.
- **Access to computer terminals** in the department is also important for students to integrate their practical learning with research and analytical skills.
- All areas should have **network access**, including changing and useable circulation spaces where groups of students can be set short analysis / research tasks via terminal or wireless links.
- **Web access** becomes increasingly important with more content available via the internet. New generations of portable devices will give students increasing access to web based learning.
- With increasing use of video footage a **local video server** should be installed, negating the need to stream video across the school network.
- **Sound amplification** and built in speaker systems should be integrated into all indoor teaching spaces, with radio microphones so that teachers can communicate easily in lessons.



For further details contact Steve Kibble - Adviser for PE,
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