

## Activity Zones Marton Manor Primary School

### Which Key Indicator does this impact against?

1. The engagement of all pupils in regular physical activity (including 30 mins daily activity) ✓
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement ✓
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport ✓
4. Broader experience of a range of sports and activities offered to all pupils ✓
5. Increased participation in competitive sport ✓

**Marton Manor Primary School is a below average sized primary school with 243 children on roll. It is located in Marton Manor, Middlesbrough. Sara Baggott is the PE Lead for the school and has implemented the Activity Zones.**

### Why?

Sara Baggott is the PE lead for Marton Manor Primary School. She wanted to focus on creating a sense of community within the school. At first, they issued each child with an exercise diary and identified that the majority of pupils were not participating in 30 mins of physical activity each day. This was the catalyst for the Activity Zones. The school wanted to ensure that through the activity zones that all pupils have access to active playtimes, which would help them to participate in a minimum of 30 mins of physical activity each school day.

Marton manor have spent over £3000 on equipment. The equipment purchased has enabled them to create activity zones for lunchtime and break times. Increasing the amount of activity, the children can participate in.

### What ?

The children have been provided with opportunities to participate in a wide range of activities. These activities include basketball, hula hopping, skipping, large apparatus such as large feet, skis for partner work, spaces hoppers, play tunnels, dance ribbons, small ball activities such as scoops and catch mitts.

These activity zones are led by 40 year 5+6 play leaders. These play leaders have been trained up through the sports leaders playmakers award. This includes planning and delivering small group activities and developing the skills of good leadership. All pupils then receive a certificate of participation.

Pupils who wish to become play leaders then volunteer to help on ks1 yard leading play and playtimes and lunchtimes, setting up equipment, volunteer to help at after school clubs etc. These pupils then work towards bronze, silver and gold awards throughout the year for hours volunteered.

This project has ensured we are offering all the children the opportunities for physical activity for 30 minutes per day as required from the government.

## Behaviour Change & Impact

The activity zones have made a huge impact to the whole school with playtimes being more fun and engaging for all pupils. Not only are the children developing their balance, co-ordination and agility skills but the team work and co-ordination skills are also evident both inside and outside of the classroom.

Children are much more aware of teamwork, sharing, making up their own games with equipment. Basic balance, coordination, agility skills have all improved and these are evident in P.E lessons.

Playtime are much more fun and active with activities for everyone to access.

“Playtimes are fun.  
I didn’t like going out at  
playtimes, but now I can’t  
wait.”

“I like all the new  
equipment.”

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We hope to develop the programme even further in September by offering more equipment and a wider variety.

## Next Steps