

# School Sport Survey 2022 Action Plan

# 2022

School Sport  
Survey

Arolwg ar  
Chwaraeon Ysgol

School name:

Date:

Look out for national and local authority results, and how your school compares in Autumn 2022:

[www.sport.wales/research-and-insight/school-sport-survey](http://www.sport.wales/research-and-insight/school-sport-survey)

The Vision for Sport	Positive findings from the survey?	Why did your school perform well here?	How are you going to build on this?
<b>Active Nation</b> How often and where are pupils taking part in sport?			
<b>Everyone</b> Who is taking part in sport in your school, and which demographics are really engaged in sport?			
<b>Lifelong</b> How does participation differ by age, and how much do children value PE and sport?			
<b>Enjoyment</b> What positive experiences did children have in your school?			

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	Areas for Improvement	Current	Target	What else do we need to know?	Plans for action
<b>Active Nation</b> Where was participation lower?					
<b>Everyone</b> Which demographics were underrepresented in sport?					
<b>Lifelong</b> What are your pupils' needs and demands in sport?					
<b>Enjoyment</b> Where could you provide more positive experiences?					



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This short toolkit has been developed to inspire you to further engagement with your pupils, and outlines three different facilitation activities you could use to help listen to and understand your pupils' voice.

## Mood Board

A mood board can make for a creative opportunity to understand how people feel about something. This could be as broad as sport generally, or a specific activity or event. To initiate a mood board, you could choose a topic or develop a question based off the findings in your school report, or by getting pupils to generate their own question.

For example, they could write, draw, use Emojis or GIFs, cut images or text from newspapers, magazines, or the internet, to represent their feelings.

Pupils should be encouraged to share through whatever means they feel best represent their voice. The individual outputs can then be presented together either in a random spread, or by theme, to stimulate wider discussion as a group.

## Barrier / Solution Wall

This involves pupils first writing or drawing a barrier or challenge to a chosen issue either individually or in groups. These are then collected and grouped together by theme through class discussion, and put against a wall or over a table.

The focus should then turn to solutions. Pupils can be given sticky notes individually to write and join possible solutions to the barriers/challenges. This can be done in small groups if it feels more appropriate.

The end product is a visual of the barriers and challenges that pupils face, with positive, constructive thinking built on top to identify spaces for action, as well as any gaps in solutions. You could also build this using digital technology.

## Prioritisation

Understanding priorities is useful when presented with multiple options for action.

An active option is to spread the choices around a room and ask pupils to walk to the one they most like. Similarly, you could get pupils to vote by doing a different exercise for each choice, for example a star jump if they prefer netball or a tuck jump for rounders, building activity into the pupils choice and stimulating conversation.

Another way of understanding priorities is to give each pupil five 'priority dots', allowing them to choose what is important to them by allocating their dots to the different choices. This method can be done around a table, room, or anonymously using a ballot box or digital technology.