

SCHOOL - City Academy Norwich, Norwich

CASE STUDY KEY THEMES – Teaching & Learning, Student Leadership, Community Links

WHAT DID YOU/THE SCHOOL DO? HOW DID THIS COME ABOUT

We created a number of turn up and play events for students in partnership with a local school to give our students the opportunity to play tennis against students from other schools. We deliberately gave students the opportunity to choose whether they had a hit with someone else or played a tie break or played a set so that they felt comfortable and developed their confidence so they would return and play more in the future.

We also wanted them to tell their friends how good the event was so that more young people would be attracted to come and play. It came about because traditionally tennis had not been played in the school and local community so we wanted to attract young people to play the game and have fun while developing their skills and representing the Academy. There was a natural link up with a local school who were also part of the School of Tennis program and we were sharing the same coach.

OUTCOMES

- 30 students represented the school for the first time in Tennis.
- Students enjoyed playing Tennis in a relaxed fun manner.
- Students took pride from representing the academy.
- Students confidence increased.
- Improved relationships with teachers and fellow students.
- Proved an excellent stepping stone for some students to move on to representing the academy in competitive fixtures.
- Closer relationships with PE teachers at local high school.

IMPACT ON PUPILS

Favor Ogoba is a sporty student in Year 8 but had never played Tennis. Favor took part in Tennis in PE lessons and really enjoyed it.

We encouraged her to come along to tennis club every Tuesday & Friday. She developed her skills and progressed on to playing at the 'Turn up and Play' event where she represented the school in Tennis for the first time and had great fun playing with her friends and the girls from the rival high school.

Favor developed her skills so much that she went on to win our Road to Wimbledon competition and represented the School at the County Finals.

Favor also did a superb job as one of our Tennis Ambassadors helping our local club link promote themselves at the Norfolk Show and is looking forward to continuing to play tennis in the future.

TOP TIPS/ ADVICE/ GENERAL COMMENTS ABOUT THE PROGRAMME

- Find local schools in a similar situation.
- Establish the objective of the event.-Is it to develop students confidence in a relaxed manner or do you want a competitive fixture?
- Provide a welcoming inclusive atmosphere for all.
- Provide refreshments/rewards to encourage students to return for future events.
- Encourage students to tell their friends about it and bring them along to the next event.
- Advertise your local club link/invite your coach to these events so enthusiastic students can make the next step into community tennis.

We are very thankful for the Tennis Foundations level of support for the School of Tennis project. With the help of a fantastic tennis coach we have made huge strides in a short period of time with the quality of our tennis provision and this has had a subsequent impact with students engagement, participation, confidence and quality of skills. We are excited about how we can build on this progress and develop it further over the coming years.

SCHOOL - Deanes School, Benfleet, Essex

CASE STUDY KEY THEMES – Student Leadership

WHAT DID YOU/THE SCHOOL DO? HOW DID THIS COME ABOUT

Our school has had a whole school focus on using cardio tennis to increase the participation of students in physical activity and also to raise fitness levels through a tennis based activity. We trained up 4 ambassadors who acted as leaders across the project.

OUTCOMES

The skills and knowledge of staff at the school have increased as a result of the project and we have introduced new ways to motivate children through tennis. Our student leaders have been engaged both within leading and developing the project and also an increased interest in tennis.

IMPACT ON PUPILS

Laela Hughes is a 14 year old student in Year 10 who has always displayed strong generic leadership skills and an interest in sport. This project has allowed her to continue to develop these skills but with an increased focus on tennis. Laela particular benefitted from the trip to Wimbledon which instigated her involvement both as a leader and as a participant. Another aspect of the project that helped her was the regional leadership training day where she provided really positive feedback on the new ideas she gained and her increased confidence levels.

TOP TIPS/ ADVICE/ GENERAL COMMENTS ABOUT THE PROGRAMME

I would advise involving leaders initially in the project in Year 9 so you have a longer period that they can be actively included in the project before exams take over. If possible, some kind of inspirational trip either to Wimbledon or an event really helps to motivate the leaders.

Cardio Tennis was very well received on the training day by the teachers and coaches involved. I think for sustainability it would be useful for schools and coaches to access a Cardio Refreshers course as new ideas and ways to implement it in schools can be shared.

SCHOOL - The Ramsey Academy, Halstead

CASE STUDY KEY THEMES – Student Leadership, Community Links, Equipment & Facilities

WHAT DID YOU/THE SCHOOL DO? HOW DID THIS COME ABOUT

For our case study we have trialled two cases. In our first year of the school of tennis, a foundation group was created of year 7 students that struggled in a large group situation and had social skills issues.

In our second year, a group of year 9 students were selected to come out of a German lesson as they had not chosen it for GCSE with the aim of motivating them and promoting leadership skills.

The timetable allowed this to occur, it was much easier in the first year as the timetable was more flexible but we still managed to organise this in the second year.

OUTCOMES

The reason we had completed 2 case studies was to target two different specific groups, a social skills improvement group and a leadership/confidence group. The outcomes were seen that the social skills group really benefited with high quality coaching in a smaller group setting. They received the attention they required and were able to gain a variety of new skills they weren't able to achieve in normal class sizes. They also began to work together much better, which has now had a massive effect on their behaviour.

These students are in year 9 now and they are in a normal class size environment and are being productive members of the group. The outcomes for the leadership group was that most of the students that were in the group have been used as either tennis leaders or at primary school event - this shows they have used some of the skills they have learnt to improve their confidence.

IMPACT ON PUPILS

Ivan Street, 13 year old.

Ivan is now a year 9 student, who has Down Syndrome. The programme has helped Ivan improve his social skills and his ability to understand and follow instructions. Additionally the extra sessions of tennis has really improved his hand eye coordination. Due to these sessions he is now making a bigger contribution to lessons.

TOP TIPS/ ADVICE/ GENERAL COMMENTS ABOUT THE PROGRAMME

Carefully select the group you are trying to focus on.

Think about class size

The School of Tennis programme has impacted our school as a whole.

We were part of the pilot scheme and now 2 years on I would say tennis is an important part of our students' school life.

There are always pupils out on the courts playing tennis, whereas in previous years they would have just been standing around doing nothing.

SCHOOL - St Gregory the Great School, Oxford

CASE STUDY KEY THEMES – Teaching & Learning, Student Leadership, Equipment & Facilities

WHAT DID YOU/THE SCHOOL DO? HOW DID THIS COME ABOUT

Our first year mainly consisted of raising aspirations of students and staff.

We spent some of our budget on improving the courts. We only have 3 courts and often teach 25-30 students in a class. This often led to students getting bored within lessons having to take turns. We got mini-tennis lines painted onto our courts and bought six 6m mini-tennis nets. This meant that immediately students were a lot more engaged and active within lessons and as a result enjoyed playing tennis.

Our staff were put through a mini-tennis and cardio tennis teaching course which gave them new ideas, games and activities to implement within lessons.

OUTCOMES

Due to the addition of mini-tennis courts the students were a lot more engaged in lessons. Our 3 courts turned into 12 mini-courts. We also purchased balls of different bounce levels so that lessons could be differentiated accordingly.

After the tennis teacher training course, staff were more confident in delivering tennis lessons and this obviously had a positive impact on student engagement.

Attendance to the tennis club started to increase towards the end of the year.

IMPACT ON PUPILS

Our key pupils to have got the most out of this scheme so far are our Ambassadors. They really enjoyed their regional training day and this gave them a lot of confidence to come and help out at the tennis club. They competed in their first school tournament (School Games) and due to their hard work were rewarded with a trip to Wimbledon which really raised their aspirations.

TOP TIPS/ ADVICE/ GENERAL COMMENTS ABOUT THE PROGRAMME

This programme has, so far, been great for our school. At the end of last year when everything was falling into place the profile of the sport was on the rise. It is a shame that the summer holidays came and we have had to stop tennis on the courts due to netball being set up.

However, we are in the process of getting a coach in to deliver after school mini-tennis to keep the students interested and playing tennis all year round.

SCHOOL - Westbourne Academy, Ipswich

CASE STUDY KEY THEMES – Teaching & Learning, Equipment & Facilities

WHAT DID YOU/THE SCHOOL DO? HOW DID THIS COME ABOUT

Westbourne Academy is an 11 - 16 mixed comprehensive with 950 students, due to rise to 1,100 in the next 3 years. The academy serves a catchment area of significant deprivation and has a high percentage of pupil premium students. It is also unique in the sense that 270 students are from across Europe and speak English as an additional language. Part of the academy's mission is to raise student awareness and aspiration to the educational, social and leisure opportunities that are available to them locally and nationally. We also wish to expose students to activities that will support their health and wellbeing. Tennis was not a sport on our current PE curriculum, so our aim was to give our students the opportunity to experience a new sport both in lesson time but also through extra-curricular provision. The academy did not have tennis courts but had an appropriate hard court area to use and with no tennis club in the local area we aimed to use this 'new sport' as a vehicle to widen student's horizons.

OUTCOMES

Our initial aim was to create courts (full courts and mini red), to expose years 7 and 8 girls to tennis during the summer term 2017 and years 7 and 8 boys during the autumn term 2017. All of which will be achieved by December 2017. The academy already has a well developed extra-curricular sport programme, with representative teams in a variety of sports. Whilst we wanted to appeal to our 'more able' students we also wanted to provide an opportunity for those students who may not have previously accessed extra-curricular clubs. Sam Scowen, our tennis coach helped us to deliver tennis in PE lessons but also in an extra-curricular environment during the summer term 2017. Whilst Sam acted as an inspiration for those students he taught, it also provided staff with the knowledge and skills required to increase their confidence to deliver tennis lessons. Through this programme we have been able to provide specific students (who may not have previously ever attended an after school club) with the opportunity to do so, regardless of ability or experience, without the pressure of competition, thus contributing significantly to the achievement of a healthy, active lifestyle.

IMPACT ON PUPILS

Leah Ramsey - age 12 was in the tennis lessons taught by Sam.

Leah is a student who had enjoyed her PE lessons but had not engaged in any extra-curricular clubs during the autumn and spring term 2016/17. Leah is an example of the type of student we were trying to appeal to. She has not only taken an active part in PE lessons and developed her tennis skills through that, she has also regularly attended our after school club. Leah also attended the weekend sessions at Christchurch park; sessions run by the Ipswich Borough Council.

Leah said "I really liked tennis whilst I was in year 3 and 4 at primary school but unfortunately the teacher who taught us left. So I stopped playing. I have loved being able to play tennis again in my PE lessons, but also at an after school club. The sessions at Christchurch Park have allowed me to play at the weekends too, I have gone to some of the sessions with my friends but have also been able to play with new people too".

Our current tennis ambassadors are now in year 11, this is a role which Leah is keen to take on and help encourage younger students to participate in tennis the same way that she has.

TOP TIPS/ ADVICE/ GENERAL COMMENTS ABOUT THE PROGRAMME

When we started tennis at Westbourne Academy, we had no tennis court markings on our hard court area. Unfortunately it took longer than anticipated for the courts to be marked out. Therefore a number of lessons were taught using mini nets and throw down lines. This has made us as a school realise that tennis really can be taught anywhere and that if provided with the correct knowledge and information, students are able to develop their skills and techniques and make good progress. The key to success with tennis is not as basic as the equipment used but the variety and creativity of ways of teaching the techniques, which is something that our students have benefited from, through the involvement of our tennis coach.

SCHOOL - Westcliff High School for Girls, Southend-on-Sea

CASE STUDY KEY THEMES – Teaching & Learning, Student Leadership, Equipment & Facilities

WHAT DID YOU/THE SCHOOL DO? HOW DID THIS COME ABOUT

The main aspect of the plan was to increase the amount of curriculum time focused on tennis and improve the way in which it was delivered.

To do this we firstly appointed a Head Tennis coach, Andy McGrath who also works at the local parks. His role was to team teach some during curriculum time with years 7-9 and run a lunchtime club. We liaised with him to buy new equipment for the school to use in lessons and for extracurricular clubs (pop up nets, rackets and balls).

We also hosted a secondary teacher course for all the PE staff at our school and those in the local area to improve our delivery of tennis in curriculum time and gave all staff the opportunity to teach with the tennis coach. In addition, we trained 4 Year 9 pupils in the Leadership and gave them opportunities to attend National Training and have support from our Head Coach, helping both in lessons and extracurricular clubs.

OUTCOMES

We have successfully raised the profile of tennis in the school and have more pupils who are actively engaged in tennis both during curriculum time and for extracurricular. The quality of tennis teaching has improved because of the training, team teaching with our coach and the new equipment. The pupils are really enjoying playing tennis and we have had very high numbers attending clubs.

Our coach is now a familiar face around school and we are introducing him to our new Year 7's in lessons this term as we have added tennis to the curriculum for the Autumn term too.

We had 17 girls who took part in inter-school tennis matches with 8 making it through to the Regional Finals of the Team Tennis competition.

IMPACT ON PUPILS

It has really benefitted our Tennis Ambassadors as it has helped them to develop their leadership skills and given them the opportunity to train with others from different areas on the National Training day.

Being a Tennis Ambassador has been a great opportunity for us to learn skills not only for ourselves but to teach to others. We had a great time at the training day with all of the other Ambassadors in the region as we met lots of different people who all share our passion for the sport. I feel I can speak for all four of the Ambassadors when I say that we all have more appreciation for the coaches who have taught us in the past as it is very difficult to have enough confidence and patience to teach a tennis. I am very grateful for this opportunity and certainly want to pursue tennis coaching when I am older.

Robyn Stone

TOP TIPS/ ADVICE/ GENERAL COMMENTS ABOUT THE PROGRAMME

Be realistic about how many changes you can make at a time.

We had other aspects of our plan which we are put on hold until the new school year as we realised that we could not fit it all into one term.

In our first year we have worked on raising the profile of tennis in the school, next year we are going to focus on trying to use tennis as part of our school wellbeing programme to help those who have been identified as suffering from mental health issues.

SCHOOL - Hyndland Secondary School, Glasgow

CASE STUDY KEY THEMES – Teaching & Learning, Student Leadership

WHAT DID YOU/THE SCHOOL DO? HOW DID THIS COME ABOUT

We have completely embedded tennis into our curriculum for all ages and stages.

We introduced tennis to our school through our 'launch party'. All pupils in the school attended the party for part of the day where they worked on various mini drills and competitions. 6 pupils from each session were awarded a prize for each station. The purpose of this 'launch party' was to get pupils excited about tennis and launch the School of Tennis. We also informed them about their up and coming 'taster' sessions.

All S1-S3 initially received 'taster' sessions in May at our local partner club Western Tennis and Raquets club. This took the form of an introductory 1 hour session on full courts. The pupils really enjoyed these sessions.

Prior to this, all staff had been trained by our coaches at Western club and therefore sessions were run by class teacher and coach. Tennis has now been included in our activity rotation so every class will receive a 5 week block of tennis.

OUTCOMES

Western staff training sessions - Staff felt a lot more confident about delivering tennis in smaller environments and how to deliver tennis on the Western courts. These sessions also allowed staff to play tennis again which triggered excitement and passion to deliver tennis to the pupils.

The launch party allowed all young people to experience tennis in a completely different environment. They seen that tennis does not have to take place on a court with an opponent but it can in fact be delivered anywhere. They got the chance to meet the Western coaches who they would be working with and build relationships.

Taster sessions allowed young people to experience what was to come and how we could deliver our learning intentions.

IMPACT ON PUPILS

This is a very difficult question to answer as this project has benefited far too many pupils to mention. Our Tennis Ambassadors who have been involved in our launch party and voluntarily ran a 'community' tennis club for our catchment Primary schools have benefited through leadership of these events. Confidence has grown, the ability to organise events and be positive role models for younger pupils and primary pupils.

Pavla Yakimova (S2), Catherine Butler (S6) & Alexander Goss - Pastor (S2)

TOP TIPS/ ADVICE/ GENERAL COMMENTS ABOUT THE PROGRAMME

Make sure that young people are involved with the process as much as possible. Pupil voice is very powerful and when an idea comes from the pupils it is more likely to succeed. Our Ambassadors wanted the launch party and lead this event, our pupils told us through a pupil voice activity that they wanted tennis to be embedded in the curriculum and wanted lessons to take place at the local tennis club as well as in school.

We are very early on in this programme but we are very excited about the future of tennis here at Hyndland Secondary. We have exposed tennis to pupils who would never have dreamed of playing tennis before and are now very positive about their experience and want to play tennis in their spare time. We have utilized our community as our facilities in the school are limited. We have made a very strong partnership with our local club and use this space for teaching. We also use our local parks that have free tennis facilities to teach lessons.

We have also involved our primary pupils in this process for the sake of transition and exposing younger pupils to the sport through the community tennis sessions and future curricular tennis sessions that will take place with our Senior Sport Leaders. Our aim is that by the end of 2018, all pupils in the Hyndland learning community will have experienced tennis.

SCHOOL - Forres Academy, Forres

CASE STUDY KEY THEMES – Student Leadership

WHAT DID YOU/THE SCHOOL DO? HOW DID THIS COME ABOUT

Forres Academy deliver an Activity Day for our new S1 intake as part of the transition programme. The event has run for 14 years, with continued demand & positive feedback. Parent awareness raising workshops are also built into the event. Pupils sign up for a range of activities but we like to promote the local activities & clubs so that students can continue to be involved with them over the holiday period or as an extra-curricular activity. The event costs nothing for them to attend, but will attract approx. 80% of the new S1 cohort. Tennis was very well supported taking over 50% of the pupils attending. It was greatly enhanced by the presence of our Young Tennis Ambassadors who led the sessions, great networking & promotion of tennis for our new school tennis activities.

OUTCOMES

Having this event embedded in the school calendar allows the Young Tennis Ambassadors (YTAs) the opportunity to volunteer their services and develop their tennis leadership, organisational skills and confidence when leading their group during the tennis sessions. Over 50% (62 in total) of the students who attended this year selected tennis and with the help of the club members and senior buddies were placed in manageable groups for the YTAs to lead. This opportunity allows staff and older students the opportunity to get to know the students out of the classroom in a different environment, allows pupils to mix with their peers from the other primary schools prior to August, easing the transition, reducing anxiety and raising awareness of activities within the area and clubs connected to school.

IMPACT ON PUPILS

Matthew an S4 student during 2016 - 2017 took on the role of Lead Young Tennis Ambassador when we received School of Tennis Status. He is committed to his sport and although very reserved is gradually developing his coaching, confidence, communication, organizational & leadership skills. Some have not always come naturally especially when he has been working with different ages of children. He now understands that he needs to be more flexible with his approach depending on the group and age of the children. This has been a learning curve for Matthew but one that he has respected and knows that he will always need to learn and adapt no matter how long he leads or coaches for. Matthew has completed his Young Leaders Award, UKCCL1 and is now working towards his UKCCL2 as he aspires to be a Licensed Coach and continue to be involved with tennis long term. It has been good for Matthew to engage in the delivery of sessions for Primary and Secondary aged pupils. Positive relationships are being formed with the other YTA's who look up to Matthew and respect the role he has within the team.

TOP TIPS/ ADVICE/ GENERAL COMMENTS ABOUT THE PROGRAMME

Give the Primary 7 pupils and parents plenty of warning for the event so that they can mark it on their calendar & allow students the opportunity to select their top 4 activities.

Get senior students to be buddies for the day - great for their CV's and developing the young workforce as is the YTA's leading the sessions. Encourage the YTAs to work in pairs so that they can support each other as well as being supportive to the P7 pupils. Great way of promoting local clubs and it is an ideal opportunity for the club to promote themselves and any summer activities e.g. camps, festivals or competitions they may be running as well as club membership. We are part of the Forres ASG which has 8 Primary Schools feeding into the Academy. Some of the schools are in rural locations and P7 - S1 transition numbers can be very low identifying a need to create opportunities for our new S1 intake to mix prior to arriving in August. If we can do this in a fun and relaxing way, introduce them to local activities and clubs and provide input from other students then we have a better chance of achieving our goal. Our YA certainly rose to the challenge and provided that caring and nurturing environment along with the help of our other partners. Such positive comments were received from all participants and great feedback given by the adults present about the mature, caring and respectful approach our YTA's had with the P7 children. A great way to introduce the YTAs to their role and also pupils to a new activity.

SCHOOL - Acton High School, London

CASE STUDY KEY THEMES – Teaching & Learning, Student Leadership, Community Links, Equipment & Facilities

WHAT DID YOU/THE SCHOOL DO? HOW DID THIS COME ABOUT

We set up an after school club on Friday afternoon that staff and students attended. We peaked at 52 students and 15 staff. We all played together under the watchful eye of our professional coach. Mahmuda set up easy and fun drills based around cardio tennis so everyone had fun, exercised and learned to play tennis. The students enjoyed seeing their teachers out of the classroom and vice versa.

The PE team undertook training to improve the quality of our teaching. We switched our focus from skills to cardio tennis and the lessons were much more enjoyable and the students worked much harder. We did work on skills but the main focus was hitting and running.

We set up a team of tennis ambassadors to help with the advertisement, organisation and running of the club. They also helped out at an open evening and are going out to primary schools this year.

OUTCOMES

Tennis lessons were much more active, more fun and progress also improved as the students were fully engaged rather than switching off like they used to in previous years. The numbers at the extra-curricular club increased massively from previous years. We also had students coming on other evenings to ask if they could have a hit. We plan to run a team this academic year.

Some of the ambassadors have gained a lot of confidence from their role as they have not previously been high profile PE students. Some of the staff members have said that the tennis club kick started their return to exercising regularly.

IMPACT ON PUPILS

Pablo Limon joined Acton High school in September 2016. He came from Spain and his English was not great. He worked hard all year to become an excellent student and this culminated in him becoming a tennis ambassador and also becoming one of our star pupils.

I believe that Pablo has benefited from the programme by improving his confidence and his leadership skills.

TOP TIPS/ ADVICE/ GENERAL COMMENTS ABOUT THE PROGRAMME

Give it a try. Make tennis fun. It's not about discovering the next Andy Murray (although that would be nice).

It's about hitting balls, having fun and getting some exercise!!

SCHOOL - Ellen Wilkinson School for Girls, London

CASE STUDY KEY THEMES – Student Leadership

WHAT DID YOU/THE SCHOOL DO? HOW DID THIS COME ABOUT

8 girls were selected across years 7 to 11 to be Tennis Ambassadors. The girls were selected to be ambassadors after they submitted an application explaining why they should be selected. They attended a training day which gave them some fantastic ideas of how they could increase participation in tennis across the school and lead sessions themselves. The training took place in the summer term and at the start of the autumn term, two of the youngest ambassadors (now year 8 students) came to me on the second day of term, to say they wanted to start a tennis club for the new year 7 students at lunchtime. They created posters to take to each year 7 form group and also visited them in form time. The club started in the third week of term, and the two ambassadors had recruited some other students to help them. They used the resources given to them on the training day to run some small drills, before getting the girls into some mini games. The club is building in numbers each week and the ambassadors are doing a fantastic job to promote tennis.

OUTCOMES

The leadership opportunity that this has provided for the younger girls is fantastic. We run Sports Leadership but not until year 10. These two girls have shown that you can be a successful Sports Leader at any age. The girls have really enjoyed the responsibility of running the club and it has helped boost their confidence. For the year 7s, it has provided them with a club that they can join without worrying about being in the shadows of the older students. It has also allowed them to develop their tennis skills in a friendly and rewarding environment. They have also been able to benefit from meeting new people and making new friends at the club which they might not have done elsewhere.

IMPACT ON PUPILS

Shaheeda Saeed is in Year 8 but became a Tennis Ambassador at the end of year 7 after submitting an excellent application. Shaheeda has thrown herself fully into the programme and it was her idea to set up the Tennis club for the year 7s. Shaheeda has been incredibly organised, using the tennis activator pack to organise drills to deliver each week.

The number of girls who consistently come to the club is testament to Shaheeda's success at running the club – she has recruited other year 8s to help her with setting up the equipment and is great at delegating tasks. Shaheeda is looking forward to continuing her role as a Tennis Ambassador here at EWS and hopes to get even more students playing tennis.

TOP TIPS/ ADVICE/ GENERAL COMMENTS ABOUT THE PROGRAMME

Give students the opportunity to come up with their own ideas and let them run with them. If they are given the responsibility, they will take it and make the most of it. It has worked really well with older girls (even one year above) leading the club for the younger ones, this model has of course been tried before but it really does work.

SCHOOL - Bristol Free School

CASE STUDY KEY THEMES – Teaching & Learning, Student Leadership, Community Links, Equipment & Facilities

WHAT DID YOU/THE SCHOOL DO? HOW DID THIS COME ABOUT

Whole school competition – all students (year 7-10) competed in pairs (each tutor group had a time slot in a two week timetable) to see who could get the highest rally in 1 minute. Winning pair from each tutor group then progressed to the semi-finals – competing against other winning pairs in their year group before the 4 winning pairs from each year group went into a grand final

Launch week – first week of term 6 when the tennis nets went up we did a weeks' worth of mass participation lunchtime activities – available to all – including football tennis, around the world, mini Wimbledon and student v teacher.

Lunchtime loan shop throughout term 6 – led by tennis ambassadors, students could borrow equipment to play

OUTCOMES

Approximately 50 students per day played tennis at lunchtime with the loan shop. This was mainly boys so next year we would like to encourage more female participation (possibly by incentivising)

Staff across the school really enjoyed the student v teacher – so much so by request we repeated this event several more times across the term.

IMPACT ON PUPILS

Bradley – 12 years old

Bradley regularly made use of the lunchtime loan shop facility to borrow equipment and play tennis with his peers during lunchtimes throughout the summer term.

Bradley particularly enjoyed the student v teacher competitions.

Bradley became more confident about his tennis ability as a result of short tennis lessons in the curriculum and extra voluntary practice during social time.

TOP TIPS/ ADVICE/ GENERAL COMMENTS ABOUT THE PROGRAMME

We went from teaching tennis over 3 full courts to teaching a class on 12 mini courts, this made a great difference to teaching and to students experience of playing tennis.

It enables students to have much greater success and without realising it they are much more active throughout the whole lesson.

SCHOOL - The Island Free School, Ventnor

CASE STUDY KEY THEMES – Student Leadership

WHAT DID YOU/THE SCHOOL DO? HOW DID THIS COME ABOUT

This year we had a group of Year 9 girls who were are Tennis Ambassadors leading a 12 week enrichment programme for a selection of Year 7 students. The Tennis Ambassadors planned the sessions that used a variety of different tennis deliveries, including Cardio & Mini Tennis. They delivered the sessions completely unaided which was an amazing experience and learning opportunity for them. I gave them some planning resources to help aid with the structure of the sessions and then the girls came up with detailed plans for each sessions which lasted about 45mins.

OUTCOMES

I feel that this gave my ambassadors a better sense of their role and also allowed them to develop their communication, organisation and leadership skills. The year 7 students gained an insight into the different ways tennis can be delivered and how fun tennis can be all year long.

IMPACT ON PUPILS

Give your ambassadors as much responsibility as you can and use them as role models for younger students to encourage engagement in not only tennis but sport as a whole. Conducting this enrichment across the winter months gave students an introduction to tennis early and the mindset that tennis is not just played when Wimbledon is on.

TOP TIPS/ ADVICE/ GENERAL COMMENTS ABOUT THE PROGRAMME

I would encourage schools to try and have tennis on throughout the year even be an after school club, lunchtime club or use Cardio Tennis as a fitness class. I know as a school introducing tennis throughout the year is something we really encourage and think students will gain from.