



SCHOOL GAMES MARK 2024/25

SUMMARY VALIDATION REPORT FOR Clare Community Primary School



Prepared by the
Sport Industry Research Centre, Sheffield Hallam University

**Sheffield
Hallam
University** | Sport Industry
Research
Centre

11th July 2025





School Name:	Clare Community Primary School	Type of School:	Primary school with KS2 of 130 to 499 students
Award:	Gold	Date of visit:	11 th July 2025

Introduction:

The Sport Industry Research Centre at Sheffield Hallam University has been contracted by Youth Sport Trust to conduct an independent validation on 250 schools covering 225 SGO areas for the 2024/25 academic year. As part of our validation visits and calls, we have been asked to make recommendations regarding improving the Mark criteria for future years and therefore the criteria for this year is again subject to changes based on the feedback we receive, and the validations completed. Clare Community Primary School provided evidence of meeting or exceeding the required criteria in order to achieve the Gold School Games Mark. The key School Games Mark criteria relating to the Gold award are highlighted below and a green / red score has been made in relation to the evidence seen or discussed with the validation team.

Scoring Key

Green	Red
Yes - Clear evidence provided	No - Little, no or incorrect evidence

Prerequisites

Worked with your SGO on at least one of the School Games outcomes this academic year	All	
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60 Active Minutes

1. You are delivering 30 active minutes for 50% (30% for special schools and PRUs) of your school population and are tracking their 30-minute take-up (or not) beyond school.	Gold	
2. You are aware of your least active pupils and have planned provision to target and increase their regular daily physical activity levels.	Gold	

Inclusion

3. Your extra-curriculum offer provide equal opportunities for young people regardless of gender? (amended offer based on student voice, supported staff to deliver)	Gold	
4. You have put in place a CPD plan which aligns to your staff needs in terms of their confidence and competence to include all young people in your offer.	Gold	

Physical Literacy and Positive Experiences

5. We adopt a physical literacy informed approach to our offer e.g. understanding the thoughts, feelings, and experiences of our young people.	Gold	
6. We consistently create participation experiences that focus on how pupils move, connect, think, and feel, helping them understand and develop their own relationship with movement and physical activity to find value, enjoyment and meaning.	Gold	

Culture

7. We share with all parents our competition intent and ask the same of other external providers engaging and delivering within with your school.	Gold	
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Youth engagement

8. We have a formal structure to engage our young people through Sports Leaders, School Games Crews or Committees and use them to support our offer.	Gold	
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Scale and reach

We have participated in sports at an inter-school level as provided by our SGO.	Gold	
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Curriculum

10. Our physical education curriculum offer provides equal opportunities for young people regardless of gender.	Gold	
11. We have identified those young people that would benefit most from some transition support, and do we have an offer that focuses specifically on those young people as developed with our SGO.	Gold	

Comments

Clare Community Primary School was awarded the Gold School Games Mark award following the validation visit. The school demonstrated a commitment to providing an inclusive PE and school sport offer. Areas of the application highlighted where the school was offering a strong sports programme, including:

1. The school has structured play time and lunchtimes activities facilitated by both teachers and an external provider. There is also a rota for the field for student-led games. There is a broad extra-curricular offer, with a range of different clubs after school every day such as table tennis and cricket. These clubs are open to all and cater for different needs. Some clubs are aligned with the School Games calendar, either in preparation for events or to continue their engagement and enjoyment after attending an event. The school also encourages students to join local community clubs too.
2. The least active young people are identified from tracking via registers, and then those young people are invited to a free lunchtime club and School Games events.
3. School understands the range of 'intent' through School Games with mixed ability and fun sessions offered, through to the competitive fixtures. The SGO creates clear pathways into the inter-level events, and this is shared with all schools, so that positive experiences can be maximised. The school attends as many as they can, often travelling far to attend. Last year they attended 25 events ensuring all year 5 and 6 pupils were able to attend at least one event. There was also a high engagement at events for year 3 and 4.
4. A range of CPD is offered in school based on performance management and staff need. Staff had previously highlighted a lack of confidence delivering dance and gymnastics. The school then invited in a dance specialist to team teach with classroom teachers during the year. The school have found this to be very successful. The teachers have also been upskilled in active literacy and funding has been directed towards more equipment to facilitate active sensory breaks for pupils.
5. The school understands physical literacy, and the curriculum has been reviewed across the sports offered. The links with physical activity are also delivered through the curriculum and the relationship with health benefits, and examples were provided about how physical literacy is embedded into school life. Utilising the 'Rising Star Champion' scheme has been helpful for teachers to encourage students to reflect on the connection between movement and feelings by using some key words.
6. The school communicates well with parents, encouraging both the pupils and parents to engage with the School Games events and highlights the benefits of attending.
7. The school have year 6 Play Leaders. They are trained by an external provider at the beginning of the year and then help deliver activities on the playground during lunchtimes primarily for KS1 children. The play leaders alongside pupil questionnaires provide a student voice and help shape the offer provided.
8. For transition, the school has worked with secondaries to share information with secondaries for those that might have confidence issues with PE. The school accesses secondary sites for some cross-curricular events, to help familiarise themselves with the site and the staff. They also invite the local secondary school's Sports Leaders to help out at sports day, so they are a familiar face.

Well done on your award, and good luck planning and delivering 2025-26.

