

SCHOOL CASE STUDY

THE GREETLAND

ACADEMY

INCREASING GIRLS PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES



THE GREETLAND ACADEMY



WHAT INEQUALITY DID YOU TARGET?

In general, boys at our school were more likely to take part in extra-curricular activities, therefore we chose to focus on how we could get more girls taking part and enjoying activities, outside of school.

We identified this through several ways. Firstly, our sports councillors talked about having more girls focused clubs. It was noticed through the amount of boys attending and signing up for extra-curricular clubs with our sports coach, in comparison to the girls. We also discovered that more boys already take part in sport/activities outside of school and therefore felt it was our job to give girls more opportunities to close this gap.

WHAT DID YOU DO?

Sports councillors were involved in the process of deciding the array of clubs we offer. Play leaders encourage girls (as well as boys) to be involved in play-time and lunch-time sporting activities. This increases the chances of more girls attending after-school activities.

Sport and Health Managers created the roles for sports councillors and play leaders. Both have met with our sports coach for discussions and training of how to create more sporting opportunities for children in our school. This followed on from our School Games Organiser completing training with our Play-time Leaders last year. Staff have run clubs that encouraged involvement from girls such as a netball club ran by our Year 3 teacher, an external dance club (90% girls) and a Year 5 and 6 girls football club ran by the manager of Halifax Town Women's Team.

WHAT HAPPENED?

- Our dance club has been particularly successful and our girls only clubs have been well represented. This has resulted in a high percentage of girls wanting to take part in the girls school sports teams. This has also meant we have been able to attend more girls-only events.
- We feel that the wide range of extra-curricular opportunities that we have offered means that lots of girls, with different interests, have had the opportunity to try a new activity.
- Our girls only clubs are well represented. A number of girls that gained interest in extra-curricular activities have continued to participate outside of school or at secondary-school. Mixed clubs are now more likely to contain a more equal split of boys and girls.
- Through the creation of a tag-rugby club, a number of girls got to play and learn about rugby for the first time. Following this, a number of them now represent their secondary school rugby team.
- Yes, we feel that as a school we now have a more even split between boys and girls that attend our extra-curricular sporting activities. We have changed how we accept people onto clubs through the creation of a google document system. It is now easier to monitor and ensure a more even split between gender but also pupil premium children and SEND.

CHALLENGES

- Gaining an understanding of why less girls were taking part.
- Gaining an understanding of what opportunities would interest them.
- Ensuring that girls were aware of how many opportunities there was for them.
- Sporting stereotypes such as 'boy's sports' and 'girl's sports'.
- The amount of boys willing to take part and that girls could feel overshadowed if they were outnumbered during clubs.
- The amount of free clubs we offered to support pupil premium girls.

SUSTAINABILITY

We have ensured that at least 50% of our sports-councillors are girls. We have given them the opportunity to help decide which extra-curricular clubs we should include each term.

We have trained a number of girls to be play leaders to increase their confidence and in turn making them more likely to sign up for extra-curricular activities.

We have ensured that there are girls only, as well as mixed gender, clubs available after school. For example, this half term we have a Year3 and 4 girls football club and mixed gender cricket at KS1.

2 girls, now in Year 5, first played football in a lunchtime club at school and have since represented the school football team. They now both play for Greetland Goldstars at the weekend. Florence said that **"Playing football at school gave me the confidence to want to play football for a team outside of school."**

LEARNING

- When given the opportunity, girls can be just as likely to take part in extra-curricular activities, as boys. Ensure there are a wide enough range of sports on offer.
- Don't predict sports that girls traditionally play.
- Give girls the opportunity to play in both mixed and girls only clubs.
- Ensure girls have leadership roles in school sport (sports councillors or playtime leaders).
- Monitor who has been to clubs to ensure new children get the opportunity if they haven't been before.
- Get to as many competitions as possible – applying skills learnt at clubs to a competitive environment.
- Ensure that once interest is gained, it is followed up in further years. This could be from further clubs or carefully choosing certain children for events.

