
Appendix three - Case studies

Term 1

Introduction

Shelley Primary School, Ongar were the first school to take part in the trampolining project on a Wednesday morning of the first term September to December 2009. Due to the withdrawal of another school Shelley had the opportunity to refer nine pupils to the project instead of the original five.

The following case study is taken from evidence and information supplied from the Head Teacher and Head of Inclusion at Shelley Primary School, Ongar.

The following case study follows the evidence and information based improvements of one particular pupil who is said to have had the greatest improvements due to the project. Due to confidentiality they shall be named Pupil X.

We know from the initial monitoring that the Head Teacher referred Pupil X on to the course to boost listening, attention skills and particularly their independence and organisation. Before attending the course the monitoring shows, the pupils academic based outcomes; spelling and reading ages are low;

- Spelling age of 5.11 years, just over two years below his calendar age
- Reading age 6.0 two years below his calendar age

In terms of self esteem the pupils does not seem to suffer as they scored 29/36 on the self esteem questionnaire a moderately high score.

Results

At the end of the ten week term in December the second monitoring conducted shows that academic based outcomes have improved slightly;

- The pupils spelling age jumped four points to 6,2 years of age
- Reading age remained stable at 6,0 years

In terms of self esteem following participation on the trampolining project Pupil X score improved from 29/36 to 33/36 most notably the pupils answers improved in two significant areas, these were:

- | | | |
|--|--------|-------|
| | Before | After |
| • I am an important member of my class | no | yes |
| • I am good at sports | no | yes |

Also in addition to the results shown above the Head teachers also states " Pupil X has probably benefited the most from the trampolining project, they have shown tremendous gains in self confidence and self esteem.

Pupil X has MLD's and a history of speech and language difficulties and their achievement is low compared to what is expected of a child their age. However following the term on the trampolining project Pupil X is showing more effort in all school work and showing some pride in their achievements.

Prior to attending the project Pupil X could not even jump and had very poor co-ordination generally. This has improved significantly”.

Conclusions

In all the project was described as a huge success by the inclusion manager of the school, who stated “ The monitoring may not reflect many of the skills that the children have brought back into school: better social skills, interaction, turn taking, increased listening and concentration.

Term 2

In term two the project concentrated on schools in the Epping area. The following case study is taken from feedback submitted by the head of inclusion at St Andrews Primary school North Weald.

Pupil D was referred to the project due to their lack of confidence and self esteem, which has come from having a troubled home life and at certain points in their life they were even in care. This background has meant that pupil D finds it hard to concentrate at school and as a result their academic attainment suffers.

The whole aim of the trampolining project is to boost the self-esteem of the participants through the activity its self and through creating a warm, fun, safe and secure environment for the participants to learn in. As we have been successful in creating this, there has been no need to treat participants any differently to each other. The teaching methods used by the coaches means we do not criticise or force participants to learn the sport of trampolining to become better at the sport for its own sake, but rather use the benefits of trampolining (releasing of endorphins to the brain) to help the children achieve their own personal goals and boost their feeling of well being.

According to the head teacher of the school pupil D was pleased to take part in the project despite having their own trampoline at home. The pupil normally does not interact well with adults and only has one or two friends. At the start the pupil was visibly shy and only spoke to the one other pupil from the same school and made little verbal contact even with the coaches. However after only the third week pupil D had become very chatty with not only pupils from the same school but also the other school that was attending. Pupil D even became more out going willing to try new things on the trampoline that they were initially scared of. The head teacher also noted that even pupil D's mother has said that pupil D interacts better at home and their self-esteem has been visibly boosted. Also the pupils scores as on the self esteem test improved notably;

	Before	After
Teacher Questionnaire	24/50	23/36
Self Esteem Questionnaire	33/50	34/36

Case Study 2 Term 2

The following Case study is taken from a pupil who attends Theydon Bois Primary school. Pupil S was referred on to the project by the head teacher of the school as the pupil had low self esteem and did not believe in there own abilities. This lack of self esteem was put down to a difficult home life and a recent positive assessment for dyslexia. The head teacher believed if given the opportunity this pupil could be more dynamic and with a boost to self esteem the pupil could full their potential.

During participation on the project this pupils was identified as having talent and potential in the sport of trampolining. Thanks to the close partnership and links with Loughton Flyers Trampolining Club the pupils was sign posted to the club as having potential. The club has worked with the participant since there taking part in the Trampolining project last spring and on the weekend of the 26th September the participant took part in a regional competition finishing second.

Term 3

Term three of the project saw schools from rural areas like Upshire, Abridge and High Beach as well as one school from Debden in Loughton participating in the project. Unfortunately one school withdrew from the project due to conflicts with there schedules.

This case study is taken from a pupil who attends Upshire school, the evidence comes from both a mix of feed back from the head teacher as well as observations from the coaches themselves.

Pupil A was an elective mute, will not talk to adults apart from family members and during school time will not communicate with peer group or teachers.

The young person worked with the same coach through out the ten week period and so as to develop a good relationship. This relationship developed to the point that limited verbal communication actually began to take place between the young person and the coach.

The head teacher informed us that the pupil will now talk to friends and peers during school time and though they still do not talk to adults from out side the family nucleus, they are a lot more active in school and use gestures to communicate wants and needs.