



SCHOOL GAMES MARK 2024/25

SUMMARY VALIDATION REPORT FOR Hove Junior School



Prepared by the
Sport Industry Research Centre, Sheffield Hallam University



14th July 2025



Mark Validation: Summary of visit



School Name:	Hove Junior School	Type of School:	Primary School with KS2 of 500 or more pupils
Award:	Gold	Date of call:	14 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. Hove Junior 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	
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	
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	
Scale and reach		
We have participated in sports at an inter-school level as provided by our SGO.	Gold	
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

Hove Junior School was awarded the Gold School Games Mark award following their validation call. Hove Junior School is a federated school and split across two sites. 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. Hove Junior School encourages active travel to school, with pupils encouraged to walk or cycle to and from school. Breakfast clubs are provided with lots of different activity on offer before the formal school day begins. During the school day, at least 3 lessons have a form of activity planned into them such as active lessons, movement breaks and warm up activities linked to maths lessons. The school also encourages brain breaks within lessons and has also implemented the daily mile.

Structured play time and lunchtimes activities also take place and sports premium funding is used to bring in external companies to lead sessions. These sessions are tracked to understand who is attending and to allow less active young people to be targeted. Similarly, after school clubs are also scheduled and records are kept to understand which pupils are taking up the offer. In addition to all this activity, the school provides 2 hours of curriculum time PE each week to all pupils.

2. Least active young people are identified from the tracking via registers, as well as knowledge and understanding of teachers. Teachers work closely together and have a good understanding of their pupils and are able to identify those that might benefit from targeted extracurricular activity. In addition to this, lots of conversations take place between staff and pupils to further understand what might encourage least active pupils to take up activity- as a result there has been the introduction of a girls football club and a dance club offering sessions within school and who have offered to provide spaces to pupils in need at their clubs outside of school.
3. In terms of inclusion and providing equal opportunities for pupils to take part regardless of gender, the introduction of the girls' football club has played a key part in achieving this. Girls have been provided with a girls only football club, but not only that a space has been timetabled for girls to get involved without the boys being nearby and therefore taking away any opportunity for the boys to take over the sessions.
4. The 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.
5. A range of CPD is offered in school based on performance management and staff need. Every year a staff voice survey is sent around to staff to allow a clearer understanding of where CPD needs to be targeted. The school works closely with local organisations to provide CPD and this provides the opportunity for observations and team teaching to take place. In addition to this, staff are encouraged to attend School Games events as it provides an opportunity for staff to learn and develop their skillset further.
6. 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 as well as the relationship with health benefit. Examples were provided about how physical literacy is embedded into school life. The school is passionate about encouraging a lifelong love of sport.
7. The school communicates with parents via texts, letters home and regular newsletters, promoting School Games activities.

8. The school has a group of play leaders, assisting the staff with planning & delivery. Play leaders work with some of the lunchtime sports providers and they also come together regularly to discuss the offer and any changes that pupils would like to see made.
9. For transition, Hove Junior School has worked with secondaries to share information with secondaries for those that might have confidence issues with PE. Hove Junior accesses secondary sites for some of the Inter competitions, to help familiarise themselves with the site and the staff and leaders that run the competitions.

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