



# An Evaluation of Research Pilot Project Internship School Movement Programme

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## INTRODUCTION

The Internship School Research Movement Pilot Project conducted in Leicestershire involving some 14 schools, 2000 children and in excess of 350 members of staff plus hundreds of parents ran between March 2015 and September 2016.

## OBJECTIVES

The aim of the SAQ Internship School Movement Project The implicit aim of the programme is to introduce children of primary school age to movement exercises that will improve their movement skills, co-ordination, agility and reflexes and increase their activity levels. It has been designed to improve movement skills of children in Foundation and Key Stage one.

The providers anticipate that a range of potential benefits may occur including:

- Academic improvement
- Confidence/enjoyment
- Behaviour
- Body measurements
- Physical movement ability

## METHODS

**Participants** - Foundation and Key Stage 1 Pupils 14 Leicestershire schools. Teachers, parents, interns and steering and monitoring group.

**Matched Schools** – comparison of same age children who will take part and will be assessed pre and post after the SAQ Intervention Programme. 14 schools participated with 7 intervention and 7 controlled. The schools were matched by Leicestershire Public Health team based on geography, ethnicity, number of free school meals. Demographic overview such as: sex, ethnicity, EAL, socio economic status and behaviour composition of each school was provided to describe the overall picture of the school.

### Intern

The project included: placement of a trained intern into each of the intervention Schools – these schools received equipment, staff training in Fundamental Movement and Early Essential Movement, and a champion teacher from each School was also enrolled on a Movement Diploma.

### Time

The project was conducted over a 12 month period over the school year

### Mentor

The Schools received a regular visit from a mentor throughout the project plus they received resources such as videos, books and resource cards.

**Additional Feedback** – Schools completed behavioural checklist, legacy questionnaire and additional baseline literacy and numeracy data.

**Evaluation Test** – running mechanics, dynamic hopping, agility and accuracy, eye hand reaction coordination.

## RESULTS

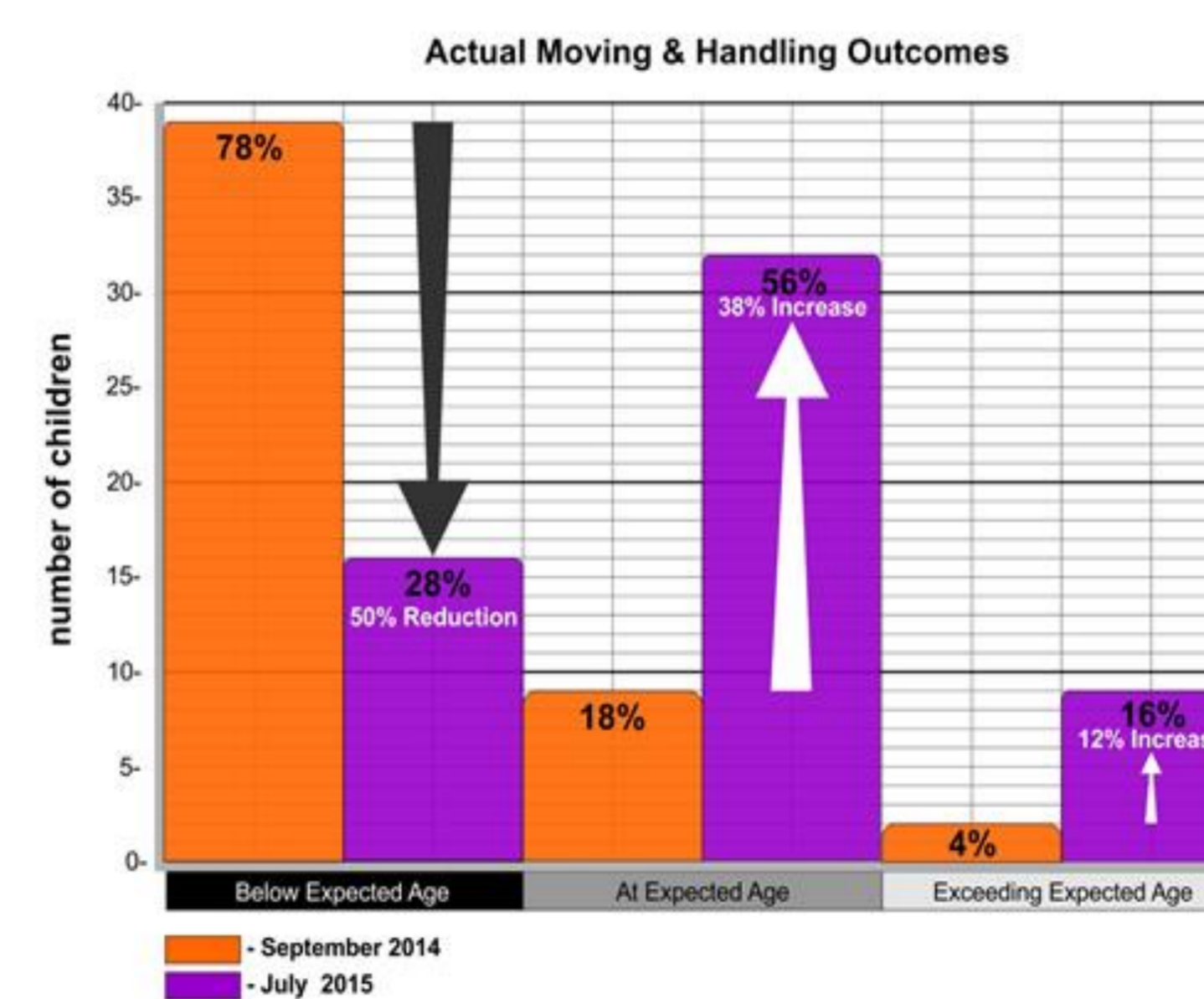
1. Overall there were significant improvement in running mechanics hurdles scores between pre and post intervention.
2. Overall there was a significant increase in number of hops pre and post intervention.
3. Overall there was a significant improvement in agility and accuracy.
4. Overall there was a significant improvement in eye hand reaction.

	N =	Mean (sd) hurdles score		Mean difference
		Pre intervention September 2014	Post intervention July 2015	
Total	490	7.82 (1.94)	13.17 (3.37)	5.35
A1	87	6.67 (1.06)	13.94 (2.30)	7.27
B1	47	8.85 (1.64)	12.21 (2.56)	3.36
C1	28	10.61 (1.47)	10.82 (1.72)	0.21
D1	129	8.20 (2.23)	11.32 (3.14)	3.12
E1	68	6.83 (1.52)	13.09 (3.59)	6.29
F1	131	7.76 (1.51)	15.35 (2.92)	7.59

### Independent school research

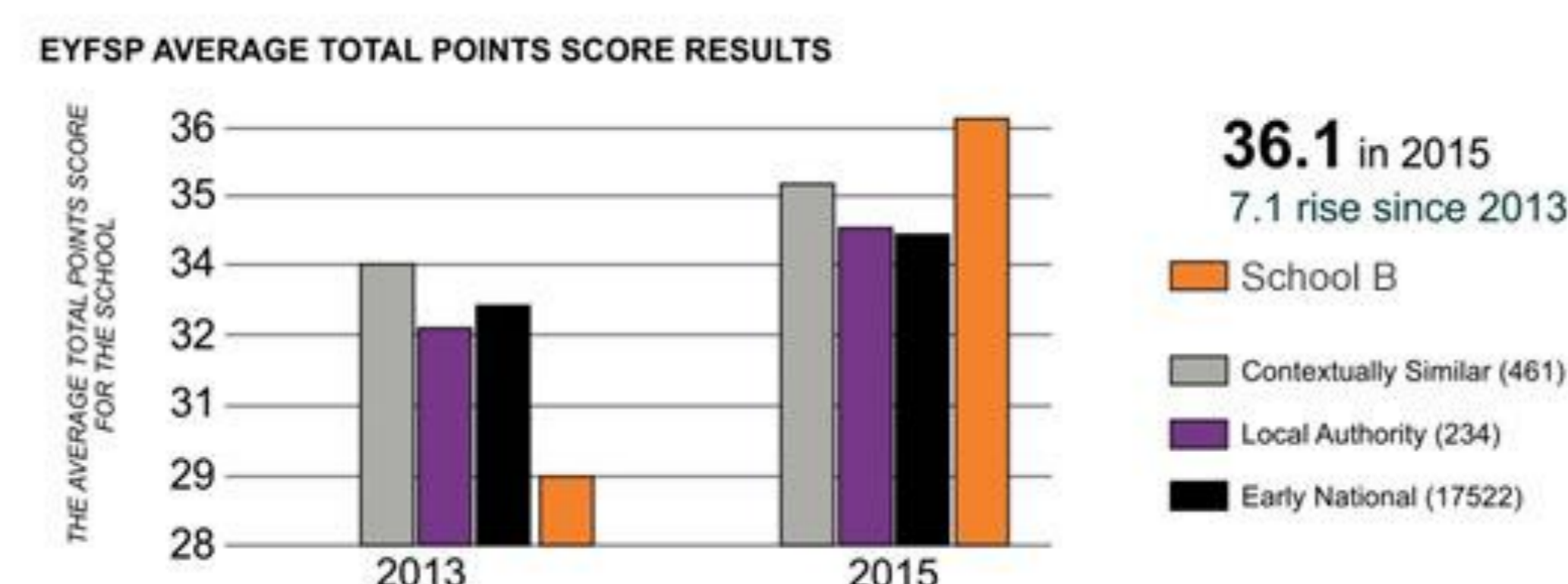
School A:

- 50% reduction in below expected age in moving and handling outcomes
- 38% increase in expected age moving and handling outcomes
- 12% increase in exceeding expected age in moving and handling outcomes



School B:

20% increase in EYFSP points score



## CONCLUSIONS

Based on a pre and post test design, results showed that participants improved their scores on hurdles, hopping, wall lights and t-tests. This indicates that there was an improvement in motor skills and physical movement having taken part in the programme. This finding is consistent with the emerging body of research into children's motor skills and associated cognition. It seems important that the programme design was task related and practical for participants of the target age group. In other words, SAQ ISMP set out to improve a specific set of skills and the programme design was suitable to facilitate this.

Scores between the schools were analysed to find out if there was a significant difference in performance both before and after taking part in SAQ ISMP.

Governments tend to favour 'spend now to save later' approaches to interventions; spend money if there is evidence that it will reduce the later burden to the taxpayer (for example HMG (2011) Early Intervention: Smart Investment, Massive Savings. London: HMSO). Although the profile of the groups at most risk of obesity related illness is well defined, there is as yet no defined profile of the groups most at risk of motor skills deficiency, and all that might entail in future consequences.

## ACKNOWLEDGEMENTS

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## REFERENCES

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