

INQUIRY REPORT

Evidence from Plymouth Raiders

Plymouth Raiders

1. Introduction

The Plymouth University Raiders are the second oldest basketball club in the top flight, after 20 years in the National Leagues and then moving on to the BBL. Together with the Raiders Foundation [“Plymouth”] has three community programmes to present:

- Mentoring Scheme;
- Basketball in the Curriculum; and
- Numeracy and Literacy.

2. Mentoring Scheme

i) The objectives

The objectives of the Mentoring Scheme are to:

- re-engage pupils, particularly reluctant boys, in years 3, 4, 5 and 6 with education;
- use Raiders’ professional players as positive male role models;
- work in Plymouth’s disadvantaged communities;
- significantly boost pupils’ numeracy and literacy skills and abilities; and
- help boost levels of educational attainment in schools.

ii) Organisation

Plymouth Raiders designed the programme some eight years ago, and were then commissioned and funded to run the scheme by the Plymouth Excellence Cluster. Four years ago, the Excellence Cluster was reduced in size significantly and was forced to withdraw from the scheme. Therefore, Plymouth was forced to approach schools independently to “sell” the scheme. Plymouth is now responsible for the delivery of the scheme.

iii) Location

The scheme was initially delivered to schools in the most disadvantaged areas of Plymouth (i.e. Devonport; Keyham; Stonehouse; St Budeaux; Ernesettle; West Park; St Peters). As Plymouth has now started taking the scheme to schools independently, it is now working a lot in primary schools in South East Cornwall, a very rural and extremely disadvantaged area of the country. The scheme is still delivered to some of the schools in the above areas of Plymouth.

iv) Structure

The scheme is delivered around basketball with an hour in the classroom, focusing on numeracy and/or literacy using basketball and the Raiders players to teach the skills, led by a teacher, with the two professional players acting as “teaching assistants”. On completion of the educational hour, the pupils are “rewarded” with an hour of basketball coaching, delivered by the professional players. The scheme lasts an average of 24 weeks per school.

v) Costs

Plymouth ensures that every school has enough basketballs for the sport to be delivered by teachers after the Mentoring scheme has finished, and each school is provided with 20 basketballs at approximately £5 each. Some schools also require portable baskets and these are provided at approximately £200 each. The cost of two professional players, for two hours for 24 weeks is £30 per hour, totalling £2,880. Therefore, the total cost per school is approximately £3,180 for 24 weeks.

vi) Funding

Initially Plymouth was funded by the Plymouth Excellence Cluster to deliver the work, but when their funding was significantly reduced four years ago, they were unable to continue supporting the scheme. Therefore, schools have to be charged the full cost of delivering the scheme.

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vii) Activities

As previously outlined, the professional players act as teaching assistants in the classroom for numeracy and literacy work for one hour and the players then deliver one hour of basketball coaching. This is normally provided for a 24-week period, but schools can sign up for a shorter 12-week period, although the majority still prefer the 24 week scheme.

viii) Metrics

From 2005 to 2009 when funded by the Plymouth Excellence Cluster:

- Pupils involved: 3,587 in total and 893 per year; and
- Schools involved: 18 primary schools in total and 14 primary schools per year.

From 2009 to 2013 when funded by individual schools:

- Pupils involved: 4,229 pupils in total and 1,078 pupils per year; and
- Schools involved: 26 primary schools in total and 16 primary schools per year.

Plymouth has seen a significant drop this year, with schools blaming a lack of funding available.

ix) Achievements

Plymouth has the scheme independently evaluated each year, and by doing this, it can be proven to schools that the scheme delivers results:

- in the classroom through achievement;
- boosting pupils' skills and abilities;
- increasing pupils' knowledge of the importance of leading healthy lives; and
- by the pupils and their families actually leading healthier lives.

The scheme has had success in areas that weren't initially planned. The biggest and most noticeable of these is the increased attendance of the pupils. Schools have reported almost 100% attendance by pupils on the days that the Mentoring scheme is delivered. In some of the schools, this is a significant achievement. Schools have also reported that pupils are more engaged with their learning, and in the majority of cases, they have also reported that the quality of the pupils' work has significantly improved.

x) Sustainability

The scheme has been running now for eight years. Over the last four years, Plymouth has had a large number of schools giving the scheme a try, and 16 of these have signed up to the scheme for the first 3 years. This year, Plymouth has only delivered the scheme to eight schools. The reason for this has been that the schools have had to prioritise their spending in other ways. Plymouth has been told that if they had the funding available, they would subscribe to the scheme again.

xi) Added Value

Other activities that have been delivered as part of the scheme have included a tournament for all the schools involved in the scheme, linking up primary schools in the UK with the primary schools of the Raiders' American players, which has introduced a global perspective of learning to the pupils' education, and healthy living promotion at the schools by the Raiders team. The scheme has been covered by BBC Spotlight and ITV regional news.

xii) Endorsements

Good endorsements have been provided by pupils and teachers alike:

- *"I didn't think I was going to enjoy this as much as I have."*
- *"The players have taught us that it's very important to work hard in school as well as sports."*
- *"I've learnt so much more than I would have done if I had just been using text books. That's boring. Jamie and Lehmon made learning fun again."*
- *"Getting to play basketball as well as learning makes coming to school so much more fun! My friends in other classes are really jealous of me!"*

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- “The difference in the attitude of the pupils is noticeable after the work with the Raiders’ players. They are more enthusiastic about learning than ever.”
- “I wish I could bottle the players’ enthusiasm when they come into class. It’s infectious, and by having them here, we’re able to achieve so much with the pupils – much more than if it was just myself the children were listening to.”
- “The players have opened the pupils’ eyes to a whole new world – literally. To have American players visiting and working with the players has been absolutely inspirational. The players all have a future career as teachers!”

A video of the Mentoring Scheme in action at the Drake Primary School can be seen at:
<http://www.plymouthraiders.com/Community/internal.cfm?pid=22>

3. Numeracy and Literacy Project

PLYMOUTH RAIDERS
UNIT 7 LITERACY

FOCUS ON NEWSPAPER REPORTS AND USE OF EMOTIVE LANGUAGE / BIAS

Read reports from the local newspapers of the home and away side that talk about the same game.

Plymouth Evening Star Monday 3rd December

On Saturday night, the Plymouth Pavilions crowd were treated to the most exciting finish in recent years, as Raiders deservedly won a close game against the Leicester Riders, 92-91.

The win was secured after Ayrton Hardy, Leicester's most dominant player, had committed a blatant foul on the Raiders star man of the night, Michael Ojo. Ojo walked calmly to the free throw line, sank the two free throws and Raiders won by a single point.

The Raiders had been in fantastic form all night, and upset the odds in beating the Riders who were on a 10 game winning streak. Ojo top scored with 23 points, and he was supported by Jeremy Ball with 18 and centre Matt Schneck who had 17 points and 15 rebounds in a display of power and aggression close to the basket. The Leicester team couldn't find an answer to Schneck's dominance and resorted to fouling him to stop him and slow him down. The Leicester team were disappointingly flat starting the game. They looked busy and appeared to just be going through the motions. Raiders took control of the game and never looked back. They always looked like winning the game.

Worcester Herald Monday 3rd December

The Leicester Riders were robbed of a deserved victory in Plymouth against the Raiders on Saturday night, as a last minute decision by the referees went against the visitors.

With just 1 second remaining of the game, the referee whistled a foul on the Riders star man, Michael Ojo. He had one command a foul on all Raiders fans looked on in amazement, as they too were surprised to see a foul called. The referee's decision allowed Raiders last free throw shooter, Michael Ojo to die home two free throws and escape with a very lucky 1 point win.

The Riders were up against it for the whole game. They arrived in Plymouth late, having had a game in Glasgow the night before. The travelling surely caught up with the Riders as they looked tired in the first quarter. But they soon got into the game and looked good. Referees however, ruined the game for Leicester as mysterious fouls were consistently called against the Riders big men. Raiders centre Matt Schneck took this opportunity to bully the Riders players, pushing them and committing fouls inside that went unpunished.

Riders deserved to win the game, but the last second foul didn't give Riders any time to try and win the game with the last shot of the game. The Riders will have been very unhappy to see their 10 game winning streak broken. Riders were lead in scoring by Hardy with 21 points, and he was backed up by Andrew Sullivan with 19 points and Duane James with 16.

Identify / highlight (with a pen or pencil) ways in which the reports are the same (factual information) and differ (emotive language).

Discuss with your Raiders player how people see the same things from different points of view.

Split the group into two.

Read these two articles describing the same event, from different points of view.

Article 1

On Saturday night, the Plymouth Pavilions crowd were treated to the most exciting finish in recent years, as Raiders deservedly won a close game against the Leicester Riders, 92-91.

The win was secured after Ayrton Hardy, Leicester's most dominant player, had committed a blatant and very obvious last second foul on the Raiders star man of the night, Michael Ojo. Ojo walked calmly to the free throw line, sank the two free throws, and Raiders won by a single point.

The Raiders had been in fantastic form all night, and upset the odds in beating the Riders who were on a 10 game winning streak. Ojo top scored with 23 points, and he was supported by Jeremy Ball with 18 and centre Matt Schneck who had 17 points and 15 rebounds in a display of power and aggression close to the basket. The Leicester team couldn't find an answer to Schneck's dominance, and resorted to fouling him to stop him and slow him down.

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Literacy - Unit 4 - Page 17

i) The objectives

The objectives of the Numeracy and Literacy project are similar to those of the Mentoring Scheme, namely to:

- re-engage pupils, particularly reluctant boys, in years 3, 4, 5 and 6 with education;
- develop children’s aspirations and goals for their future;
- use Raiders’ professional players as positive male role models;
- work in Plymouth’s disadvantaged communities;
- significantly boost pupils’ numeracy and literacy skills and abilities; and
- help boost levels of educational attainment in schools.

ii) Organisation

The scheme was first run by Plymouth Raiders in the 2012/13 season. Since then, the Plymouth Raiders Foundation has been established and it is now operated by the Foundation. Plymouth commissioned a former head teacher, who had by then become an educational consultant, to write the Numeracy and Literacy units in line with the primary school curriculum.

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iii) Location

The schools involved in the scheme were all located in the most disadvantaged areas of Plymouth (i.e. Devonport; Keyham; Stonehouse; St Budeaux; Ernesettle; West Park; St Peters).

iv) Structure

The scheme was built around a workbook. The workbook has 20 units - 10 Numeracy units and 10 Literacy units, all of which are designed to use basketball scenarios. Some schools wanted to take one unit per week to make it a 20 week scheme of one hour per week. Other schools wanted two hours per week and were therefore able to take delivery of the complete scheme in just 10 weeks. One professional player worked with a school for the lifetime of the project.

PLYMOUTH RAIDERS UNIT 5 NUMERACY

FOCUS ON MONEY

1. WARM UP

Look at the prices of the merchandise in the shop.

If you had £20 to spend in the shop, what would you buy?

.....

If everything above has been reduced by 50%, what did they originally cost?

.....

2. SKILLS PRACTICE

Find the cost of the following products and write the cost next to them:

a. A baseball cap and a signed poster.	b. A mug and a basketball.
c. A signed poster and a foam finger.	d. Two mugs and a key ring.
e. A baseball cap, mug and poster.	f. A replica shirt, calendar and poster.
g. Three pens.	h. A poster, calendar and key ring.

3. TIP OFF

Solve whole number problems involving multiplication:

Use the price list to work out how much it would cost to buy:

a. 5 pens	b. 8 key rings
c. 6 foam fingers	d. 3 posters
e. 7 baseball caps	f. 4 calendars
g. 3 replica shirts	h. 6 pens and a signed poster
i. 4 foam fingers and 3 mugs	j. 4 pens and 6 key rings

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Evidence from Plymouth Raiders



4. SOLVE NUMBER PROBLEMS INVOLVING DIVISION

Work out how many pens you could get for each price. How much change would you get?

- i. £10 ii. £15 iii. £20
iv. £30 v. £50

Work out how many foam fingers you could buy for each price. How much change would you get?

- i. £10 ii. £15 iii. £20
iv. £30 v. £40

Work out how many posters you could get for each price. How much change would you get?

- i. £10 ii. £15 iii. £20
iv. £30 v. £35

5. THE BIG MATCH

The club needs to make a profit from selling their products. They buy products at a trade price and sell them at a retail price.

	Key ring	Foam finger	Small basketball	Large basketball	Replica shirt
Trade price	£1	£3	£	£18	£26
Retail price	£4	£	£10	£	£44
Profit	£	£5	£4	£12	£

Can you complete the table?

How much profit would the club make if they sold:

- a. 6 pens? b. 8 foam fingers? c. 7 small basketballs?
d. 4 large basketballs? e. 5 replica shirts?

In the first week the shop makes a profit of:

- a. £25 on foam fingers b. £32 on small basketballs c. £24 on key rings
d. £60 on large basketballs e. £140 on replica shirts

How many of each item did the shop sell?

Work out the total profit for the week.....

The shop is wondering which items they should promote in the next match programme. Which one would you suggest they should promote? Why would you suggest this particular item?

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v) Costs

Designing and writing the units in the workbook cost £1,200; Printing the workbooks cost £2,700 for 300 at £9 each; Use of the professional players cost £6,000 at £30 per hour for 10 schools at 20 hours per school; 300 tickets for attending the Raiders games were provided free of charge by Plymouth Raiders. Therefore, the total cost was £9,900.

vi) Funding

100% of the funding for the scheme was provided by a private sponsor who wanted to introduce the company to schools as potential suppliers of school supplies. Schools did not have to pay a penny for this work.

vii) Activities

One professional player per school each visited their school for either 10 or 20 weeks. Each school was responsible for selecting a total of 30 pupils in years 3, 4 or 5 who would benefit significantly from becoming involved in the scheme. The players acted as teaching assistants as the work was led by a teacher in each of the schools. This worked particularly well. Along with the 'in class' activities, there were also homework units. At the start of the scheme, each of the children was invited to a Raiders game to inspire and engage them in the scheme.

viii) Metrics

The scheme was delivered to 10 primary schools in Plymouth. Each school selected 30 pupils to be involved in the scheme. Therefore, a total of 300 pupils were involved. Of this number, 226 of the pupils were boys.

ix) Achievements

The scheme was incredibly successful and is the one scheme that Plymouth is most proud of. Each school was full of praise for the scheme, the workbook and the way it was delivered, for those players delivering the scheme and for the basketball club becoming involved to begin with. Plymouth had five of the professional players work in two schools each. Each of the players involved had already secured university-level degrees. Four of them were from America and one was from Canada. So, it was possible to introduce a global aspect to the pupils' learning.

Schools involved in the scheme reported that 'significant Improvement' had been observed in 91% of the participants, with a further 8% showing 'Improvement'. For boys, 95% of those involved showed 'significant improvement'. Schools also reported that the pupils involved now work harder; their level of attainment has increased, in most cases dramatically; their attendance has increased; and discipline problems have been reduced significantly.

x) Sustainability

Unfortunately, Plymouth has been unable to secure a sponsor for this scheme for the current year. ITEC was delighted with the impact of the scheme on pupils and schools, and on ITEC itself from a commercial perspective. However, ITEC has had to significantly reduce its marketing budget this year. The schools were very keen to have the scheme delivered again, but were unable to afford to fund it themselves.

xi) Added Value

At the end of the scheme, a tournament was organised for all the pupils who took part in the scheme. This was received extremely well by pupils and schools alike. There were a number of suggestions for areas to improve the scheme and these have been taken into account and will form part of the next Numeracy and Literacy scheme delivered. Some secondary schools have now asked for a specific 11 to 16 year old Numeracy and Literacy workbook to be written and delivered, but significant questions remain over funding for this project.

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However, the partnership that now exists with Plymouth University has led to its lecturers committing to produce a secondary school version of the workbook and to look over the primary school version to ensure compliance with the current national curriculum.

xii) Endorsements

Good endorsements have been provided by players, pupils and teachers alike:

- *“The scheme has been so good - I've learnt loads of new things that has really helped me in school.”*
- *“Getting to work with the players was ace! They've all worked really hard at school and university, and are now playing basketball all over the world!”*
- *“Jamal was a really nice man. He helped me understand lots of maths stuff that I never knew before and I'm doing loads better in school now because of it.”*
- *“It was truly amazing. Using the workbooks and having the players there helping - you could literally see lights turning on in the children's minds. Things they had really struggled with before, became simple to understand for them. This has been one of the most successful things I've ever been involved with and I'm delighted that the Raiders chose to work with us!”*
- *“The effect on the pupils honestly can't be measured. Their attainment has gone through the roof, they're more confident, and work so much harder now.”*
- *“What a fantastic way of using something real life that the children are interested in, to teach them the basic Numeracy and Literacy techniques. It makes everything so much easier, and having an inspirational professional sportsperson delivering the scheme, is a masterstroke - the children have done everything that has been asked of them, and so much more!”*
- *“Aspirationally, I was not aware of the power of having professional sportspeople work with pupils. The transformation has been extreme!”*
- *“I didn't realise the effect that we had as basketball players on children that we work with. This has really opened my eyes to the opportunities.”*
- *“It was a real privilege and actually very moving to realise the change in these pupils over the course of the 20 weeks. We are able to positively impact on a child's life.. for the rest of their life.”*
- *“It was a real privilege getting to work on the Numeracy and Literacy scheme. I've never done anything like this before. Thank you for involving me!”*

Plymouth received the following unsolicited email from a parent:

“As a parent of a child who has dyslexia and struggles to attain even average grades at school I am sending you this email to let you know what an incredible impact Drew Lasker has had on my son Ben at Victoria Road Primary School. Parents can only try their best (and try I have) to make learning interesting but from the moment Drew arrived at Victoria Road Primary School to mentor a group of children in year 6, Ben has been enthusiastic to the core! He loves the Tuesday sessions... and takes everything Drew says to the letter! This is a revelation and has helped Ben become a more confident child and one that actually enjoys learning. Ben now does all his 'homework' without being asked or reminded and makes sure it is the very best that he can produce. It's also had a very powerful effect on our family - we are able to focus on our other 2 children as well as Ben and everyone at home is so much happier. This email is simply to say thank you from our family and of course Ben to Drew and the Raiders. You've achieved something that I didn't think was possible!”

4. Basketball in the Curriculum Project



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i) The objectives

This scheme was initiated by the Head Teacher of a deprived primary school, Delaware Primary, in an isolated rural and highly disadvantaged part of South-East Cornwall, 3 miles from Callington and roughly 25 minutes from Plymouth. He wanted to immerse the Raiders and basketball into everyday life at the school for a year and monitor the changes and the effects it had on the pupils, who were initially reluctant students in years 5 and 6.

Every pupil was to be involved from Year 3 to Year 6. The objective of the project was to use basketball to teach numeracy, literacy, IT, science, art, PE, (and other curriculum areas) and learn all about healthy living. The school highlighted that some of the older male pupils were becoming disengaged and disillusioned with education and wanted to try and get them re-engaged through the delivery of this scheme.

ii) Organisation

The project was initiated by the primary school, contacting the Raiders with an idea. Following numerous meetings, this idea was expanded and built on and significantly enhanced. The project was then run and administered by the Raiders, over a whole school year.

iii) Location

Delaware Primary School is in an isolated rural and highly disadvantaged part of South-East Cornwall, 3 miles from Callington and roughly 25 minutes from Plymouth.

iv) Structure

The structure of the scheme evolved somewhat over the academic year as it was being delivered. Essentially, the Raiders Chief Executive spent every Tuesday in the school, working with years 3, 4, 5 and 6 pupils. Twice per month, two of the Raiders professional players were also present at the school for three hours each. The Raiders also delivered a Hoops4Health roadshow; ran a cheerleading session and a basketball club after school; and organised for pupils, teachers and families to attend two Raiders home games.

v) Costs

The whole scheme cost the following:

- Hoops4Health roadshow = £250
- Autumn Term 10 weeks of 6 hours per day @ £35 per hour (Chief Executive time) = £2,100
- Tickets for Raiders game in September = £2,100
- Spring Term 10 weeks of 6 hours per day @ £35 per hour (Chief Executive time) = £2,100
- Player visits (4 players x 2 hours x 4 days x £25 per hour) = £800
- Tickets for Game in March = £2,325
- Summer Term 6 weeks of 6 hours per day @ £35 per hour (Chief Executive time) = £1,260
- Player visits to Tournament (2 players x 4 hours x £25) = £200
- Total cost = £11,045

vi) Funding

The scheme was paid for from a variety of sources:

PTA - The school's PTA was a wonderful source of help. It raised money through various activities over the course of the year, and the 8 or 9 months prior to September 2013.

Sponsorship - Commercial - The school actually brought in around £1,500 in commercial sponsorship, raised by the pupils themselves, over the course of the year.

Sponsorship - Families - This raised money to enable tickets to be provided to the children free of charge for both Raiders games (including a Raiders' Mufty Day).

Basketball & Cheerleading Club - The school charged the children to attend the after school basketball and

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cheerleading clubs.

School Funds - The school already had funds which were directed towards the project.

Merchandise Sales - By making Delaware Raiders merchandise and selling it for a profit, the school made a considerable amount of money. This includes money raised from competitions and refreshment sales on the day of the basketball tournament at the school.

Secondary School - The local secondary school contributed a small amount towards the project.

Extended Schools - Cornwall Extended Schools funding was the major contributor to the project. Unfortunately, the main pot of Extended Schools funding has now come to a finish, but some clusters of schools have now contributed to their own locally held Extended Schools funding to allow projects like these to continue.

vii) Activities

Autumn Term

Hoops4Health & Project Introduction

The team visited the school in the second week of term and delivered a Hoops4Health roadshow. This helped to introduce the pupils to basketball and to the players, and it was then that the Head Teacher announced to the pupils what would be happening.

Each of the classes was then set some PSHE (Personal, Social and Health Education) homework. Teachers in Years 3 to 6 researched NBA team cities, and gave one city to each child in their class. They had to research as much as possible about the city - history, geography, demography, sports, industry, culture, transport, etc. They also had to do a small feature on the NBA team (logo, players, cheerleaders, mascot, etc). The children were then tasked with following that team over the course of the season, charting their results and performances. Over the course of the year, this stimulated a lot of discussion and competition with children wanting to know how their team had fared against their friends' teams the night before.

Two weeks after the roadshow, the school organised for all the pupils from Years 3 to 6 to attend a Raiders game with their families. Everyone was offered half price tickets, and the school paid for the tickets for the pupils. This was done by a combination of a £1 charge for a Raiders Mufty Day, a sponsored healthy living event, where children were challenged to undertake a healthy activity over and above the things they were already doing (and receiving sponsorship) and some funding from the school PTA. Some of the healthy living ideas were brushing teeth in the evening as well as the morning for two weeks, getting parents to give up smoking for two weeks, family walks together, etc. Over 400 people attended the game (over £2000 was raised from ticket sales for Delaware Primary School alone, and a lot more Raiders merchandise was also sold on that night than had been for years). At the end of the game, the children and parents all moved to the front seats in the arena and the players and coach were introduced to them one by one. The children, teachers and parents were then able to ask questions of the players. It also allowed the children to build a further bond with the players who they had met two weeks previously at the Hoops4Health roadshow.

A competition was also run in the school to design a Delaware Raiders logo. From each of the Years 3 to 6 classes, the best five logos were chosen, and the players and coach then selected the overall winner. The winning pupil was then brought to a Raiders game and given an award immediately before the start of the game.

The next week, the Chief Executive started working in the school. He worked a full day at the school, from 9am to 4.30pm every Tuesday from September until June. He spent between an hour and an hour and a half in each class over the course of the day. At the end of every Tuesday, he spoke to the pupils in Years 3 to 6 in an assembly, explaining what was happening with the team that weekend, what happened the weekend before and any news around the club. From 3.30pm - 4.30pm, he coached the pupils in a basketball club (the school bought 30 basketballs and 2 portable backboards).

Year 3 - English and Art

Year 3 were set the target to raise sponsorship for the Delaware Raiders basketball team and cheerleaders. They looked at the Raiders' Sponsorship Brochure and talked about benefits that could be offered to local businesses for sponsoring the school teams. The children then designed their own sponsorship brochure, including their own photos and wrote supporting letters to be sent out with their brochures. They then brainstormed who to send the brochures to. They were then tasked with chasing up their sponsorship enquiries.

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They were given until the Christmas break to raise £400 in sponsorship. They did so well, that they raised more than £1,000.

Year 4 - Art & IT

Year 4 looked at mascots and other ways that teams are supported. The class was split in half. One half looked at mascots, and the other half looked at websites, with a view to creating their own website. The mascot group did lots of research into mascots, interviewed Foxy, watched videos online and designed six Delaware Raiders mascots. They then took a poll from the children throughout the school, and came up with the winner. One of the mothers of the pupils was a dress maker and she agreed to make the mascot costume for the school. The material was paid for by the additional sponsorship gained by Year 3. The other half of the class researched basketball and sporting team websites, picked what made a good website, and set about planning their own Delaware Raiders website. Some of the children wrote blogs, some did video blogs talking about the progress of the project at the school and others took photos of the basketball and cheerleading groups. They then started to learn about the technology involved in websites and what would be needed to come up with their own Delaware Raiders site.

Year 5 - Enterprise, Art, Merchandising

Year 5 were given the merchandising business to run. Areas were identified such as market research, design, sourcing, retail, etc. They then held class interviews to establish Managers for each of these areas and built their own business teams. They researched what kind of merchandise was available, what sold well for the Raiders, spoke to other sporting teams, and conducted market research with other children and family members. They looked into where the merchandise could be sourced from and into where and how the merchandise could be sold. They then decided on a range of Delaware Raiders merchandise featuring three cheap items (pen, key ring, stickers), two medium priced items (pencil case, t-shirt) and one more expensive item (hooded sweatshirt). The design team made mock ups of these and the items were ordered. The retail team would be responsible for how and where these items were sold after Christmas. They decided on a weekly market stall in the school, to attend the Spring Fair in a local village, and to sell them at all school events.

Year 6 - Research, Enterprise, Art

Year 6 were given the task of investigating sports kits, the technology involved in kits, sourcing kits, designing kits and ordering. Initially, it was thought likely that only enough money would be raised to buy a basketball kit, but Year 3 came up with so much money that they were also able to purchase cheerleading kits. The Errea agent for the South of England (Raiders' kit supplier) worked with the children, and provided them with information and advice on kit material, design, logo placement, and the class then elected a team of business leaders to negotiate the price and supply of the kits. The company were so impressed with the pupils, they agreed to sponsor the school as well, and supplied kits at cost price and some for free.

After School - Basketball and Cheerleading

After School clubs were started with basketball and cheerleading being two of the most popular activities. There was a lot of interest from parents as well in attending the cheerleading classes, and an adult's session was started as a community health and fitness initiative.

Spring Term

All of the work covered in the Spring Term was done with the game at the Pavilions on 20th March in mind. There were so many children playing basketball at the after school club, that it was decided to split them into two teams and have them play each other prior to the BBL home game versus Newcastle Eagles. Four of the professional players, three Americans and team captain, Anthony Rowe, visited the classes and spent time with each of them, giving the pupils the chance to get to know more about them, learn about their lives and have the players interact with them. Players were involved in activities as varied as basketball, football and even camp fires! The players also discussed what it was like for them growing up in a different country or area of England and how sports have improved their lives and given them opportunities.

The pupils from Years 3 to 6 were all asked to research a BBL team in particular - who the players were, where those players came from, where the team played, and anything else about the club that they thought was of interest. A number of children over a school holiday went to stay with a family elsewhere in the UK and attended other BBL games in those areas in a bid to have the best projects. Those pupils even noted what merchandise and refreshments were being sold, the quality of the experience of a game night in other venues, etc.

INQUIRY REPORT

Evidence from Plymouth Raiders

Year 3 - Enterprise, Art

Having done so well with raising sponsorship, Year 3 continued with the fundraising aspect after Christmas. They carefully considered a number of alternative fundraising projects, and prepared a school quiz. The pupils then considered where to hold it, when to hold it, who to invite, who to get prizes from, fundraising ideas at the quiz (merchandise, tea and coffee and other refreshments, competitions, etc). Letters were sent out to local businesses for prizes, posters and leaflets were designed and distributed and other groups from the school were involved in order to maximise the income from the event.

Year 4 - IT

Year 4 continued with the website idea, now producing their own website, with player and cheerleader profiles and photos, features, news, and blogs (written and video). Constant attention was paid to the design of the website and to making it as visually attractive and easy to follow as possible.

Year 5 - English (written and spoken), Confidence

Year 5 learned about forms of PR, marketing and publicity. They decided they wanted to concentrate on how sports can use the media to promote their news, messages and fixtures. Press releases were explained, and what these need to include. A visit to the local newspaper was arranged, and a local sports journalist explained the process involved in getting a story from someone onto the computer and finally into the newspaper, or onto TV and radio. Further visits were arranged to Radio Plymouth and BBC South West TV studios for the pupils to gain the experience and knowledge of the different forms of media. The pupils all then wrote their own press releases, promoting the Delaware game on 20th March. One third of the class then made their own newspapers and learnt about the importance of good spelling, punctuation, grammar and the need to include a good photograph with the press release. Another third of the class used Dictaphones to read out their press releases, and the best of these were chosen to appear on the Delaware Raiders website. This was a particularly powerful piece of work, identifying a number of children who were not confident in reading out their own work for various reasons. A couple of weeks of coaxing and encouragement, and they were soon all reading out loud perfectly. The final third used a web cam to record themselves delivering a TV news broadcast. The importance of speaking clearly, making eye contact with the camera and delivery was stressed. The best video clips were featured on the Delaware Raiders website.

Year 6 - Maths & Stats, IT

Year 6 took the opportunity to learn maths and apply it to a real life basketball scenario that meant more to them than numbers on a page. Percentages, averages, means, medians, modes, etc were learned by using up-to-date Raiders statistics. By now, through the end of day assemblies, the pupils were very aware that the Raiders performed badly in away games compared to home games. The statistics were interrogated and analysed, the productivity equation was learned and soon, the pupils were able to identify players that performed poorly in away games in particular, compared to home games. They put together Excel spreadsheets to illustrate their findings, and each child then set about writing a memo to Raiders coach Gavin Love, outlining the problems they had found, and using the spreadsheets to demonstrate their reasoning. He then sent back a letter to each child, thanking them for their time and help. By luck, design or use of the pupils' work, the Raiders away results magically improved soon after, which made the project seem even more worthwhile to the pupils.

Afternoon Clubs

Tuesday afternoons were now split up into project work in anticipation of 20th March game. These were staffed by the Chief Executive, other experienced volunteers, and teachers. Clubs included:

- Photography - pupils used cameras purchased by the school (through their fundraising) to practice taking photos around the school and of other activities.
- Commentary - pupils learned more about commentary during sports events from a former football and basketball commentator for BBC Radio Devon who was a friend of the Chief Executive.
- Cheerleading/Skipping - The cheerleading team were joined by a group of pupils who were good at skipping, with the intention that the time outs, quarter breaks and half time of the Delaware Raiders game at the Pavilions would feature either Cheerleading or Skipping performances.
- Posters - One group of pupils were made responsible for producing posters which were displayed at the game on 20th March detailing what the project was all about. The best poster was also used in the Raiders' match programme.
- PR - A group of pupils were given the responsibility of informing the local press about 20th March game. Press Releases, letters and other information were sent out to local TV, Radio and print media, and was covered by all but the TV.

INQUIRY REPORT

Evidence from Plymouth Raiders

- Event Organisation - One group learned about the various elements of event organisation that would be required at the game on 20th March. They would be the event organisers and ensure that everything ran to time.

After School

The basketball and cheerleading clubs continued after school and now concentrated on the approaching game on 20th March.

Pavilions Game

The Delaware Raiders game on the 20th March was one of the most rewarding and largest community events that the Raiders has ever been involved with. Half price tickets were again provided to the school, with more than 450 people attending. Pupils played in the basketball game, cheerleaders and skippers performed in breaks, photographers were on hand to capture everything that was happening, commentators were there to provide commentary to the parents and Raiders fans who had turned up early, and the Delaware Raiders' mascot was unveiled. The teams, cheerleaders and skippers were all wearing their new kit featuring the sponsors' logos. The event organisers ensured everything ran to time. Raiders players refereed the game, The Chief Executive and a teacher coached the teams, and Raiders staff kept score and time. Posters and displays about the project were fixed on the walls of the Pavilions, and one of the teachers had used the photography to produce a video with music detailing the progresses made by the project since September. At the end of the game, the pupils and their families and teachers were again brought to the front of the seating to ask questions and interview the players. Pupils had been collating the best questions from each year over the past week, so each class had at least three questions to ask the players.

Summer Term

The work during the summer term was done with the intention of organising and holding their own basketball tournament at the school, using all of the skills they had learned for the 20th March game.

Year 3 - Enterprise, Art & Craft

Year 3 were made responsible for the refreshments and additional product sales at the tournament. They spent a number of weeks making pottery plant pots and growing seeds to be sold to parents and families of the children, who turned up to watch the tournament. They also organised a number of competitions and sourced prizes for people to take part in.

Year 4 - IT

Year 4 used resources on the internet to learn about scheduling of tournaments and building the structure of the day. They then produced the fixture list for the tournament.

Year 5 - Event Organisation / Merchandise

Year 5 was given the task of selling the Delaware Raiders merchandise at the tournament, and printing T-shirts (on a T-shirt press that was bought by the school's PTA). They were also made responsible for the organisation of the display, detailing the successes of the project from day one.

Year 6 - Event Organisation

The Raiders provided Year 6 with a list of other schools that they had worked with in Cornwall and the Plymouth areas. Year 6 then invited these schools to participate in the tournament and made all the arrangements with each of the schools for getting their teams and parents to Delaware on the day.

After School

The basketball and cheerleading clubs continued, now with the tournament in mind.

Tournament

The tournament involved two teams from Delaware, and 6 other schools from the area. The teams competed in a round robin tournament, and games were played over 4 hours. The mascot was involved again, as were the cheerleaders and skippers, commentators, photographers and event organisers. Everything again ran like clockwork and the day was a massive success. A huge amount of Delaware Raiders merchandise was sold, even Foxy Photos (photos of pupils with the Raiders' mascot Foxy) were being sold. Foxy gave his time for free, and children from the other schools then had something for them to buy. More than 300 people turned up on the day to watch the tournament, browse the merchandise and take part in competitions etc.

INQUIRY REPORT

Evidence from Plymouth Raiders

viii) Metrics

All 112 pupils in Years 3, 4, 5 and 6 were involved in the scheme. These included 18 children with special needs. 64 of the pupils (57%) were male and 48 (43%) were female. Year 3 had 28 pupils; Year 4 had 27 pupils; Year 5 had 28 pupils; and Year 6 had 29 pupils.

ix) Achievements

The project grew and grew throughout the lifetime of the project. As components of the project were delivered successfully, other new ones were added and achieved. The project was a massive success from start to finish. Every child was involved in the scheme and played a key role at some point during the year. All teachers were also involved. It started out as a project to get the older boys re-engaged in education, but became a whole school project that touched and benefited every child and family involved.

The whole scheme was a massive success, on every level:

Health

- 87% of the pupils significantly increased their healthy activity rate;
- Of those children with a smoker in the house, 55% of the children reported that the smoker had given up smoking because of the scheme;
- 69% of the pupils reported that they were eating a healthier diet;
- 35 pupils (including 8 girls) joined a new basketball club at Callington; and
- 31 pupils (including 5 boys) joined a new cheerleading club at Callington.

Education

- Disciplinary issues were reduced by 39% from the year before;
- 67% of pupils showed significant year on year increase in attainment from the year before;
- Attendance on "Raiders Days" was 99%; and
- 88% of pupils tried and enjoyed a new activity because of the scheme.

x) Sustainability

Unfortunately, the Head Teacher left the school immediately following the scheme. The new Head Teacher wanted to move the school in a different direction, contrary to the wishes of the teachers and pupils. However, schemes such as the Numeracy and Literacy scheme have arisen because of the experiences of delivering the Basketball in the Curriculum scheme. There are many other excellent components that could be extracted to form stand alone schemes in the future.

xi) Added Value

There is a huge amount of immeasurable added value. As the Chief Executive was delivering the majority of the programme, he observed huge increases in confidence and self esteem, particularly among young boys. The pupils were given the opportunity to put all of their learning into action, and they absolutely thrived. The scheme gave so many children who were struggling with traditional learning methods, the opportunity to learn new skills and abilities, particularly in numeracy and literacy.

During the year, the school was investigated by Ofsted, and their rating soared from 'Satisfactory' to 'Outstanding'. The report gave substantial credit to the Raiders for the work that they had undertaken in the school over the course of the year, mentioning how well the project had been thought of by those pupils interviewed by the inspectors. One quote of particular note from the report is "*The involvement of professional basketball players from a wide range of cultural and ethnic backgrounds has broadened pupils' horizons and makes a strong contribution to their outstanding spiritual, moral, social and cultural development.*"

The primary curriculum features the idea of Community Cohesion strongly. The fact is that pupils and schools are not just part of a local community, or a national community, but a global community. This project helped the school massively in this respect. Despite only being 25 minutes from Plymouth, there were pupils in the school who had never seen a black person before, let alone spoken or interacted with them. Other pupils had never met someone from a foreign country before. Because it is a rurally deprived area, some children had not travelled outside of Cornwall before. This project broke down these barriers massively. With the research they did into

INQUIRY REPORT

Evidence from Plymouth Raiders

NBA cities and players, and the work they did with the Raiders players themselves, they quickly became aware of the global community that some didn't realise existed. By learning about the Raiders, the BBL, the Raiders' competitors and basketball in the UK and Europe, they became aware of the national community. And with the tournament at the school in June, the game at the Pavilions in March and the other work (e.g. looking for sponsors, merchandise, etc), they realised how important the school is to its local community and vice versa.

A number of pupils, who had not engaged particularly well with traditional forms of education, responded to the Raiders project with enthusiasm and vigour. Pupils who had problems reading, writing or with maths found that applying the education techniques to a real life situation that they particularly enjoyed, made it easier for them to understand. Others got a massive dose of confidence, as they found they could excel at basketball, when they had never been able to do so in regular classroom activities. This went on to benefit the children in the classroom, which in turn led to an increase in attainment in classes.

xii) Endorsements

While the scheme was being undertaken, the school was evaluated by Ofsted and the following was written: *"All pupils have an excellent understanding of how to stay healthy and safe, as shown for example in their efforts to reduce smoking among family members. They make an outstanding contribution to the community through the many responsibilities they take on in school and through activities in the wider community, for example in their support for a professional basketball club. This link, a notable feature of the excellent curriculum, has many facets. Pupils have acted as designers of merchandising products, press reporters and as cheerleaders at matches. The involvement of the Chief Executive and professional basketball players from a wide range of cultural and ethnic backgrounds has broadened pupils' horizons and makes a strong contribution to their outstanding spiritual, moral, social and cultural development. Under the excellent leadership of the experienced head teacher, staff and the governing body have been very successful in creating a climate in which each pupil is developed into an enthusiastic and independent learner. This was observed, for example, when Year 6 pupils worked together, using their outstanding information and communication technology skills, to analyse and interpret data from basketball matches."*

Good endorsements have been provided by players, pupils and teachers alike:

- *"I will confess to having my doubts about this scheme before it began, but having been involved in it and seeing the opportunities afforded to the pupils that they would never have had if not for the scheme, and witnessing their confidence and abilities develop so much, I am convinced that this scheme has helped to turn some of these pupils lives around completely. We now have a healthier, happier, more confident, and more able pupil population at the school. There was something for everyone - the sporty, the non sporty, those with special needs, and those who were really struggling in the classroom and with problems outside of school. I can only say thank you to all involved."*
- *"Learning about Otis, and his home in Detroit, and getting to actually talk to his primary school was so cool! Now I know all about Detroit, I would love to go there one day."*
- *"I had never done basketball before, and didn't even know about the Raiders. But working with the players and with Dave has been so much fun, and I've learned so much. I'm now one of the school basketball players and want to play for Raiders one day!"*
- *"I'm a lot happier at school now. I never used to enjoy school, but I get to do so many cool things now, and I've learned so much more because of the Raiders stuff. I've made lots more friends too."*