

Further measures to boost PE and school sport

Coaching

Twenty-two sports have been invited to make up the first wave to implement the National Coaching Certificate (UKCC). It will be an endorsement of sport-specific qualifications, set against agreed sport-wide criteria that meet the key principles set out by the Coaching Task Force. It will build on good practice that already exists within governing bodies' coach-education systems and, in particular, will create parity and comparability within coaching qualifications and across sports, and create a flexible learning system that is open to all. Six (athletics, cricket, rowing, rugby union, swimming and triathlon) have also been asked to act as trailblazers to test the new system.

Building Schools for the Future

DfES and DCMS are working closely with the Big Lottery Fund (previously known as the New Opportunities Fund and the Community Fund) to ensure that the new PE and school sport facilities they are funding will fully complement the Building Schools for the Future (BSF) programme. BSF will rebuild or refurbish every secondary school in England. Projects will go ahead as soon as possible where they will not be affected by future BSF building work. Where local authorities wish to make their PE and sports projects part of a larger refurbishment package for a school, we are working to ensure that the funding programmes are sufficiently flexible to accommodate this.

Facilities

The New Opportunities for PE and Sport (NOPES) and Space for Sport and the Arts programmes are providing over 3,000 schools with better sports facilities. To date, NOPES expenditure stands at over £18 million. The majority of new facilities will be in use by spring 2006.

Bishop Challoner Partnership in Birmingham has used their funding from the New Opportunities Fund to invest in the Community Sports Coaches Scheme (CSCS). Working in partnership with Birmingham Sports Partnership they have created a range of posts to provide activities for disengaged pupils and to raise fitness levels amongst young people in the partnership. They will benefit from improved links with clubs through coaches working in both school and club settings, increased flexibility of the workforce, and better training for school staff leading to improved standards of teaching and learning. The project went live in September 2004 and 2,000 pupils have been targeted in the partnership

School Playing Fields

Protection of school playing fields since 1988 has ensured that sales have fallen dramatically. New rules introduced in partnership with the National Playing Fields Association in summer 2004 tighten these safeguards even further. Authorities can only sell a school playing field if the land is surplus to the needs of other local schools and the community, and all the proceeds must go back to improving sports or school facilities.

Sporting Playgrounds

We are investing £10million to improve primary school playgrounds that will enhance physical and sporting activities and improve behaviour and attendance. The programme has benefited over 600 primary schools in 27 LEA areas.



REFERENCES AND CONTACTS

www.dfes.gov.uk

www.teachernet.gov.uk/pe

Department for Education and Skills

www.dcms.gov.uk/sport

Department for Culture, Media and Sport

www.biglottery.org

Big Lottery Fund (formally known as the New Opportunities Fund and the Community Fund)

www.ofsted.gov.uk

Office for Standards in Education (OfSTED)

www.qca.org.uk/pess

Qualifications and Curriculum Authority

www.sportengland.org

Sport England

www.youthsporttrust.org

Youth Sport Trust

www.baalpe.org

British Association of Advisers and Lecturers in Physical Education

www.pea.uk.com

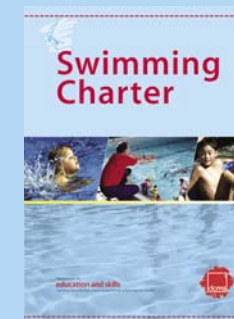
Physical Education Association of the United Kingdom

For further information on any part of the PESSCL Strategy please e mail pe.sport@dfes.gsi.gov.uk

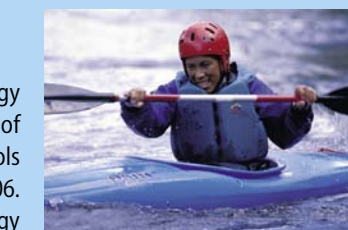
Copies of this document (reference: LTPES2), the Swimming Charter (PE/SC), and the High Quality document (PE/HQ) can be obtained from:

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Learning through PE and Sport



The national PE, School Sport and Club Links (PESSCL) strategy went live on 1 April 2003. Already children in over 50% of schools in England are directly benefiting from it and all schools – including those in the independent sector – will be by 2006. Learning through PE and Sport – a guide to the national strategy was published in March 2003 (available from www.teachernet.gov.uk/pe). This leaflet reports back on progress.

The strategy promotes the principal of equality through the delivery of high quality PE and school sport, which naturally includes dance. It strives for a culture that enables and values the full involvement of every young person. By responding to pupils' diverse learning needs, capabilities and preferences, we are creating an environment in which all children have an entitlement to PE and school sport whether as competitors, volunteers or organisers.

The overall objective is to increase the percentage of 5-16 year olds who spend a minimum of two hours each week on high quality PE and school sport, within and beyond the curriculum, to 75% by 2006. By 2008 the aim is to raise this to 85% with all children being offered the entitlement. Also by 2008 we want all school sport partnerships – families of schools working together to enhance school sport – to be enabling at least 75% of their pupils to take up their entitlement. Good progress is already being made. The first national survey of 6,500 schools taking part in the programme found that 62% of pupils were spending two hours in a typical week on high quality PE and school sport.

An update on the national PE, School Sport and Club Links Strategy



Our overall objective – an extended Public Service Agreement (PSA) target – is to increase the percentage of 5 to 16 year olds who spend a minimum of two hours a week on high quality physical education and school sport, within and beyond the curriculum, from 25% in 2002 to 75% by 2006 and to 85% by 2008, and to at least 75% in each school sport partnership by 2008.

The national strategy is being delivered through 8 interlinked work strands. The first two are building a national school sport infrastructure. The remaining work strands are tools that schools can use to help pupils participate in at least two hours a week of high quality PE and school sport.

Professional Development

The £18million programme provides schools with the opportunity to draw free of charge from a menu of resources (including videos, workshops, mentoring and interactive training) to help teachers provide high quality PE and sport. Schools in 116 local authority areas are already accessing the programme, which is being managed and delivered through a consortium of the **Youth Sport Trust**, **BAALPE**, **PEAUK** and **Sports Coach UK**. All schools will be benefiting by April 2005. Independent schools can access the programme at a 'not for profit' cost.

Kent LEA has been one of the first LEAs in the programme and says that it has been positively received by teachers and schools alike. It has enabled them to recruit high quality practicing teachers to tutor a variety of training modules and to share their experience and good practice. They say the main strength of the programme is the integral link to whole school improvement and the opportunities to follow up and evaluate the impact on pupil achievement. *"It is really exciting to be involved in such an innovative development. We will grasp the opportunities this presents for all schools in Kent with both hands, to ensure that every school, teacher and pupil benefits."*

QCA PE and School Sport Investigation

The Qualifications and Curriculum Authority (QCA) is continuing to work with schools to identify and disseminate examples of best practice. The investigation has found that:

- schools have raised pupils' attainment across the curriculum. Early indications are that their results in national curriculum tests have improved this year. For example, in **Durrington High School**, the percentage of pupils achieving level 5 and above in maths at the end of key stage 3 rose from 63% in 2003 to 74% in 2004;
- schools have achieved significant improvements in pupils' behaviour, attendance, attitudes to learning, leadership, citizenship and involvement in healthy physical activity;
- pupils are taking significantly greater responsibility for organising and leading aspects of PE lessons and break time activities; and

- schools have seen significant improvements in pupils' progress and attainment in PE.

One of the first schools to get involved in the QCA PESS investigation has recently undergone an inspection. **Langer County Primary School** in Felixstowe has been recognised as an improving school over the last four years with a clear rise in national curriculum test results over that time. The school has become more successful in sporting festivals and competitions. The opportunities offered during lunchtimes have led to a significant decline in incidents of poor behaviour and a huge improvement in good and positive behaviour.

Gifted and Talented

The aim of this project is to develop and respond to the needs of young people with sporting talent through a multi-agency approach. OfSTED has reported (August 2004) that although this new programme has only been operating for a year, positive early impacts are already being seen.

A Junior Athlete Education programme (JAE) in more than 65 sports colleges supports talented young sports people, through lifestyle and planning workshops and mentoring, with training given to more than 150 teachers and 150 mentors. Eighty-eight sports colleges have also staged Multi-Skill Academies to improve the

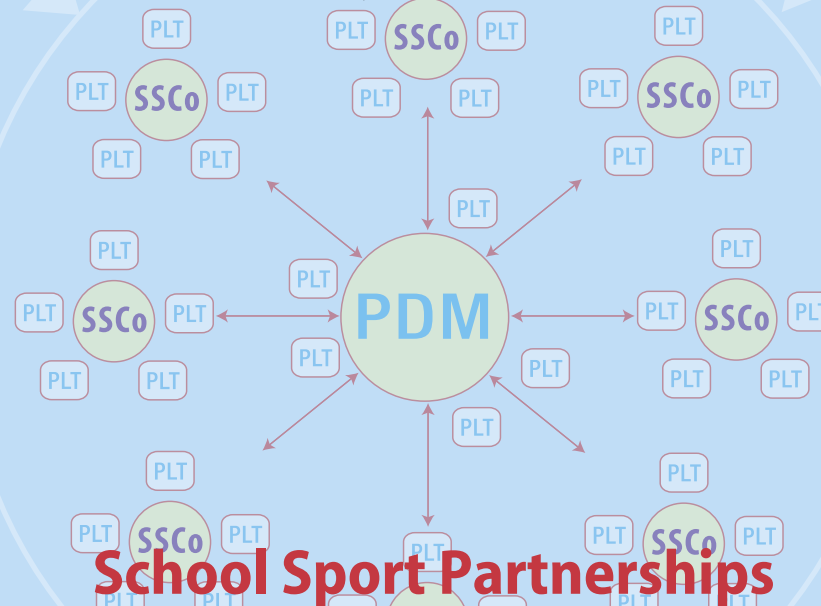
fundamental motor skills of talented 9-12 year-olds in their partnerships. These sessions also routinely include workshops on nutrition, lifestyle management and motivational work with external coaches.

British Gymnastics have taken some of their most talented young people on training trips to gymnastic strongholds in other parts of Europe. This has enabled the pupils to experience the highest quality coaching and many new ideas, making significant improvements in their performance.

Sports Colleges

The first step is to build a network of 400 Specialist Sports Colleges across England. We worked with local authorities to strategically plan where these should be. In September 2004, 291 sports colleges (including 4 academies with a sports focus) were in place. The colleges play a pivotal role within the national strategy: acting as beacons of excellence; as the hub sites of most school sport partnerships; and are closely involved in the professional development of teachers.

The **Lacon Childe School** in Shropshire believes that sports college status has produced a cultural shift that has enabled it to evolve from being a good school into becoming an excellent one. It has increased its attainment of five A*-C GCSE passes from 48% (before it became a sports college) to 67% in the last five years. But, it is not only the school which has benefited. A much needed community facility, in the form of a health and fitness suite, was constructed. It now averages 350 users a week (with over 1000 adults registered). The school provides the only centre for sport, adult education and community activities within the locality.



Next, we are creating 400 school sport partnerships – families of schools which receive additional funding, around £270k per year, to enhance and increase sports opportunities for all. The funding pays for a full-time Partnership Development Manager, the release of one PE teacher from each secondary school to take on the role of School Sport Co-ordinator for 2 days a week, and one teacher, from each primary or special school to take on the role of Link Teacher for 12 days over a year. By September 2004 there were a total of 313 partnerships in operation. The network now includes at least 50% of schools in England, with over 1700 secondary School Sport Coordinators and 10,300 primary or special school Link Teachers. All schools will be within a partnership by 2006. We are keen for Independent Schools to become part of partnerships and are working with the Independent Schools Liaison Group to facilitate this.

OfSTED's report on the programme (published 1 July 2004) confirmed that partnerships are increasing the amount of time pupils spend on high quality PE and sport. The profile and recognised value of PE and school sport has improved; pupils have access to a wider range of opportunities; provision of extra curricular opportunities has increased; and teachers are benefiting from a greater range of training opportunities.

Step into Sport

Step into Sport helps young people to become involved in leadership and volunteering through sport. The programme works with schools, LEAs, 45 County Sports Partnerships, and 16 sports governing bodies to co-ordinate opportunities at a local level. At the same time, national governing bodies and local sports clubs are encouraged to develop plans to ensure the effective deployment, development and recognition of their volunteers.

The first stage of the project included 200 school sport partnerships across England, and

has seen:

- 21,000 students take Junior Sports Leader Awards (JSLAs);
- 20,000 students supporting 1,000 schools to run festivals for younger children in primary schools;
- nearly 30,000 students and over 4,000 adults take Community Sports Leader Awards (CSLAs); and
- 4,000 young people take part in community volunteering with the support of mentors.

Swimming

Action to date to enhance school swimming includes:

- the publication (22 December 2003) of a Swimming Charter. Compiled by teachers and school swimming professionals, it gives practical advice to schools and local authorities on how to provide lessons effectively, with guidance on how to encourage more children to take part;

- two pilot studies with the **Amateur Swimming Association**, which show that intensive tuition can be a useful top up for children who cannot swim after regular school lessons; and
- the swimming and water safety website – www.nc.uk.net/safeswimming. From 2006, we will be funding top up swimming schemes across all LEA areas.

Club Links

By 2006 we want 20% of young people aged 5-16 to be taking part in high quality club sport on a regular basis. Currently 19% do, but the range from 4% - 44% shows that we need to do more to ensure that all partnerships match the best.

Bridges are being built and strengthened between school sport partnerships and community clubs in at least 22 sports and with dance and fitness organisations. Young people are benefiting from in-school coaching sessions, curriculum resources and teacher training, newly formed after-school, satellite and junior clubs, effective pathways into community clubs, and festivals and competitions.

The programme will also establish 800 multi-skill clubs for primary school children, to

give them the opportunity to experience a range of fun, physical activities that improve their skill development.

Brighton Hill Community College in Basingstoke has made strong links with local sports club - **Totally Tennis**. This has enabled **Totally Tennis** to expand into an additional 24 primary schools, inspiring 20% more children to play at the club.

We are also funding the **National Dance Teachers Association** and **Youth Dance England** to deliver **Dance Links**, a pilot project aimed at improving links between school sport partnerships and youth dance providers through action research, case studies and a new publication on high quality dance.

Pupils from 46 schools in Siddal Moor Partnership in Rochdale have gained from:

- new breakfast clubs for primary school pupils;
- an annual calendar of tournaments, competitions and festivals, including football, hockey and netball;
- coaching in basketball, athletics, trampolining, gymnastics and rugby to give pupils the confidence to participate in local sports clubs;
- training for lunchtime supervisors to help them organise structured play and for year 6 pupils to become playground leaders;
- a leadership programme for KS4 pupils that includes coaching and officiating awards; and
- better training for teachers and other adults that improves their skills and confidence to deliver high quality PE and school sport.

"So successful and popular have the activities been that it has fitted into the whole school programme for extra curricular provision. Football, netball, cross-country, cricket, rounders, athletics and swimming now feature as extra-curricular activities. As these are predominantly for year 5 and 6 children, the Breakfast Club focuses on year 3 and 4 has been very helpful." Headteacher, St Luke's C E Primary School, Siddal Moor Partnership

62% of pupils in school sport partnership schools are already spending two hours in a typical week on high quality PE and school sport. Take-up of the two hour entitlement rises from a low of 37% in Key Stage 1 to a high of 86% at Key Stage 3. The survey also showed that 44% of pupils receive their two hour entitlement totally within the curriculum.

The survey – published on 29 April 2004 (available at www.teachernet.gov.uk/pe) also found that 68% of young people that are in the longest-established partnerships are receiving the two hour entitlement – a 16% increase on the more recently established partnerships.