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# Learning through PE and Sport



A guide to the Physical Education,  
School Sport and Club Links Strategy

department for

**education and skills**

creating opportunity, releasing potential, achieving excellence



# Learning through PE & Sport

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**education and skills**

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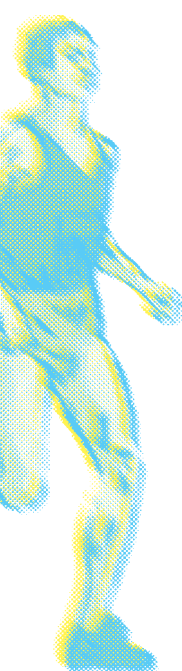


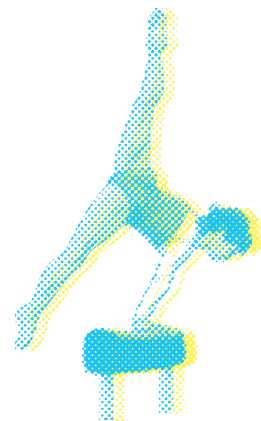
# Introduction

1. All children, whatever their circumstances or abilities, should be able to participate in and enjoy physical education (PE) and sport.
2. PE and sport in schools, both within and beyond the curriculum, can improve:
  - pupil concentration, commitment and self-esteem; leading to higher attendance and better behaviour and attainment;
  - fitness levels; active children are less likely to be obese and more likely to pursue sporting activities as adults, thereby reducing the likelihood of coronary heart disease, diabetes and some forms of cancer; and
  - success in international competition by ensuring talented young sports people have a clear pathway to elite sport and competition whatever their circumstances.
3. The Prime Minister launched the PE, School Sport and Club Links (PESSCL) strategy on 2 October 2002. It is being delivered by the Department for Education and Skills (DfES) and the Department for Culture, Media and Sport (DCMS) through eight programmes (see below). Linked work on coaching will also support delivery (see page 15). Locally partners, including local authorities, need to come together to ensure the effective delivery of these programmes to support schools and maximise the benefits for young people. Over the next three years, from April 2003, the Government is investing £459 million to transform PE and school sport. This funding is on top of £686 million being invested to improve school sport facilities across England. Together, this means that over £1 billion is being made available for PE and school sport, and all schools in England will benefit in some way.

## PE, School Sport and Club Links

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4. This new investment comes at a time when the Government is seeking to transform education. It helps to drive and support a number of key areas of the investment and reform strategy including: increased collaboration among secondary, primary and special schools; modernising the school workforce through innovative use of teachers and others; and behaviour strategies.
5. This guide explains how the strategy will be achieved over the next three years. The two Departments are working with children, parents, schools, local authorities, national governing bodies of sport (NGBs) and sports clubs, all of which have a role to play. Together, we will transform PE and school sport.

### ***What will be achieved?***

6. The overall objective, a joint DfES and DCMS Public Service Agreement target, is to enhance the take up of sporting opportunities by 5-16 year olds. The aim is to increase the percentage of school children in England 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. Currently, about a quarter of schools provide this at Key Stage 1 (5-7 years), two-fifths at Key Stage 2 (7-11 years) and a third at Key Stages 3 (11-14 years) and 4 (14-16 years).
7. To help achieve this, the following targets have been agreed with the Prime Minister's Delivery Unit and HM Treasury:
  - a. establish a national infrastructure for PE and school sport by creating
    - i. 400 Specialist Sports Colleges, subject to sufficient high quality applications, by 2005; and
    - ii. 400 School Sport Coordinator partnerships by 2006; with
    - iii. 3,200 School Sport Coordinators in secondary schools and 18,000 Primary or Special School Link Teachers by 2006. There will be 2,400 School Sport Coordinators and 13,500 Primary or Special School Link Teachers by 2005;
  - b. improve the quality of teaching, coaching and learning in PE and school sport; and
  - c. increase the proportion of children guided into clubs from School Sport Coordinator partnerships.
8. Delivery is being overseen by a project board made up of representatives from schools (head teachers), the PE professional associations, OFSTED, the Qualifications and Curriculum Authority (QCA), the Youth Sport Trust (YST), Sport England, Government Departments and NGBs. The impact of each of the programmes is also being monitored and evaluated, including through reports from OFSTED. This will ensure that we know the investment is making a difference.



# What is high quality PE and school sport?

**'High quality PE and school sport produces young people with the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health-enhancing physical activities in line with their abilities.'**

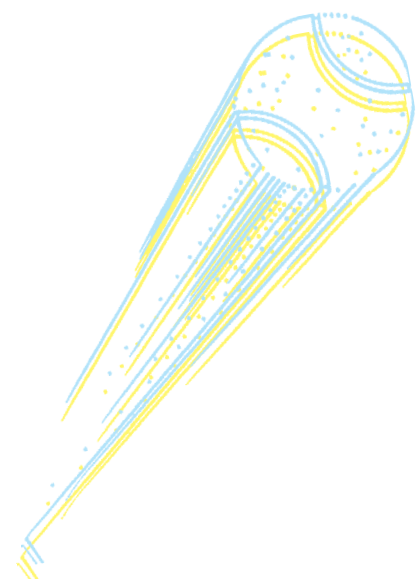
## Characteristics of the outcomes of high quality PE and school sport

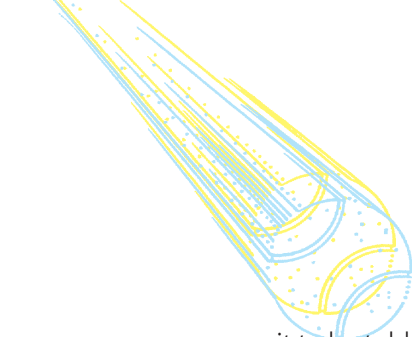
**9.** When there is high quality PE and school sport, you will see young people who:

- show a strong commitment to making PE and school sport an important and valuable part of their lives in both school and the community;
- know and understand what they are trying to achieve and how to go about it;
- have an understanding of how what they do in PE and school and community-based sport contributes to a healthy and active lifestyle;
- have the confidence to get involved in PE and school and community sport;
- have the skills to take part in PE and school sport and are in control of their movement;
- respond effectively to a range of different competitive, creative and challenge-type activities both as individuals and as an integral part of teams and groups;
- are clearly thinking about what they are doing and making appropriate decisions for themselves;
- show a desire to improve and achieve in relation to their abilities and aspirations;
- have the stamina, suppleness and strength to keep going; and
- enjoy PE and school and community sport.

**10.** When there is high quality PE and school sport, you will not see young people who:

- sit on the sidelines and avoid getting involved in any capacity;
- have little confidence in themselves in PE and school sport activities;
- show hesitancy in their performance;
- make little or no progress in the control and coordination of their movement;
- are confused about what they should be doing and the choices they can make;



- 
- wait to be told what to do and how to do it, seldom making their own decisions or taking the initiative;
  - are unable to keep up because they are tired and out of condition;
  - show little or no enjoyment or desire to take part in physical activities; and
  - show little or no desire to improve or achieve.

### The impact of high quality PE and school sport on young people and schools

- 11.** When PE and school sport provision is of the highest quality, all young people will, to the best of their abilities, develop and demonstrate the following personal qualities:
- a strong desire to learn and make progress;
  - high levels of dedication, attendance and involvement in PE and school sport;
  - high levels of commitment to PE and school sport;
  - good levels of positive behaviour such as politeness, fair play and helpfulness; and
  - high levels of enjoyment and enthusiasm and a strong desire to get involved.
- 12.** Developing these personal qualities affects young people's attitudes to school and learning. This has a positive impact on the whole school and can lead to whole school improvement.



# Specialist Sports Colleges



## What are they about?

- 13.** A specialist system is being created in which every secondary school has its own special ethos and works with others to spread best practice and raise standards. Sport is one of 10 specialisms within the Specialist Schools programme. Specialist schools are maintained secondary schools<sup>1</sup> that receive additional funds (they raise £50,000<sup>2</sup> from sponsorship and receive a £100,000 capital grant and £123 per pupil recurrent funding per year for four years). They focus on a particular curriculum area, e.g. PE and sport, and deliver a four year development plan to raise whole school standards. Specialist status has been guaranteed for all schools that meet the standard to enter the programme.

## How are they being delivered?

- 14.** DfES and the Youth Sport Trust support schools and local authorities and are encouraging the expansion of the network of Specialist Sports Colleges. Schools are invited to apply for specialist status through twice yearly (March and October) application rounds. Schools start operating as Specialist Sports Colleges each September. After four years, they must reapply to maintain their specialist status.
- 15.** A Partnership Fund, run in conjunction with the Specialist Schools Trust, has been established to help schools that have shown an entrepreneurial approach to raising sponsorship but have not been able to reach the target £50,000. In its first year (2003-04), £3 million will be available from the Fund. The Fund will ensure that pupils in schools that have experienced genuine difficulties can benefit from the improvements that specialist status brings.
- 16.** For more information on the Specialist Sports Colleges programme, email [susan.price@dfes.gsi.gov.uk](mailto:susan.price@dfes.gsi.gov.uk) or visit the Specialist Schools information website at [www.standards.dfes.gov.uk/specialistschools](http://www.standards.dfes.gov.uk/specialistschools)

## Milestones

- By September 2003, there will be 240 Specialist Sports Colleges<sup>3</sup>.
- By September 2004, there will be 320 Specialist Sports Colleges<sup>3</sup>.
- By September 2005, there will be 400 Specialist Sports Colleges<sup>3</sup>.

<sup>1</sup> Maintained special schools can also apply for specialist status.

<sup>2</sup> Smaller schools are required to raise less sponsorship.

<sup>3</sup> Subject to sufficient high quality applications.

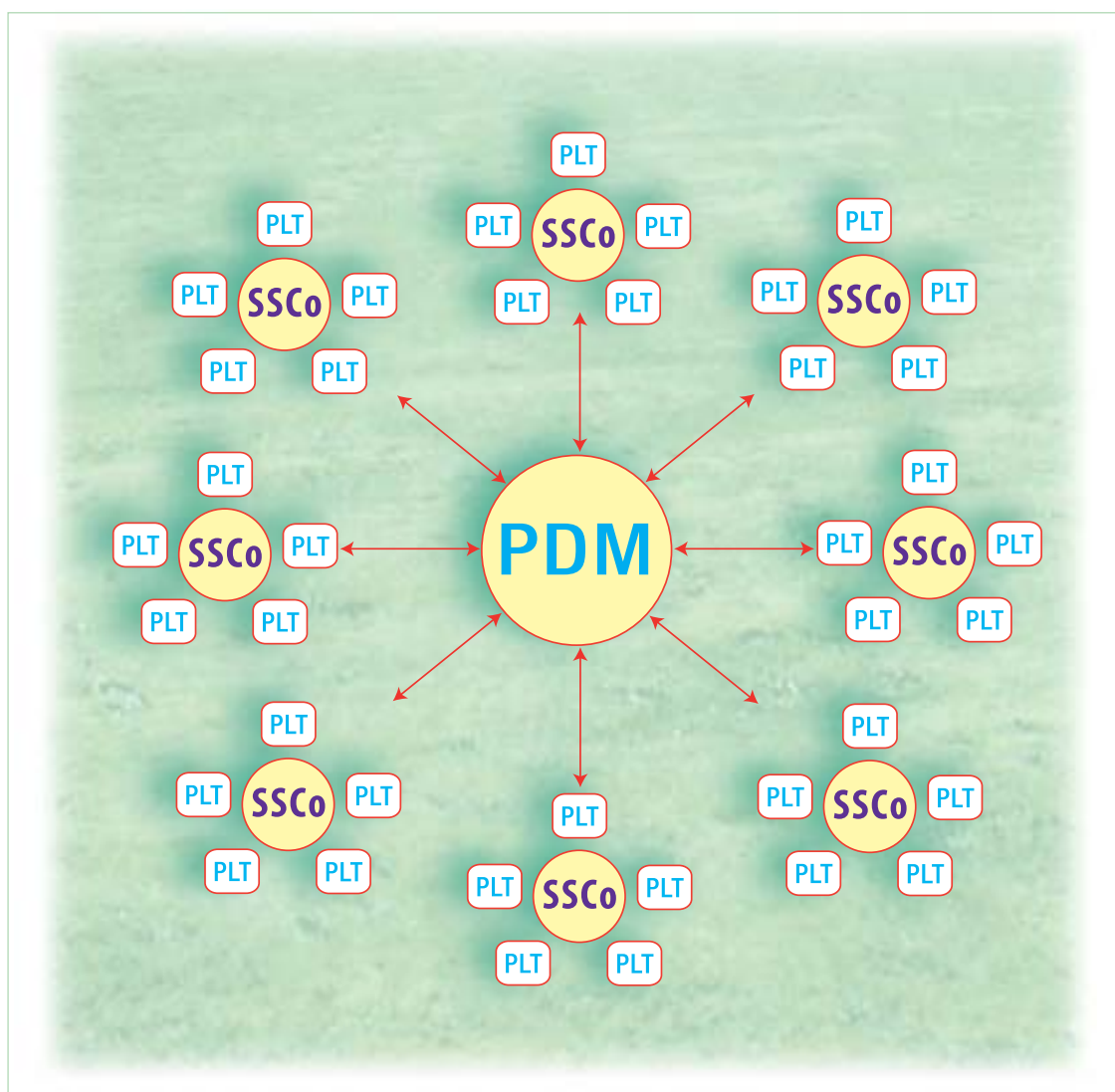
# School Sport Coordinator Partnerships



## What are they about?

- 17.** School Sport Coordinator partnerships are families of schools that come together to enhance sports opportunities for all. The partnerships are made up of a Specialist Sports College, eight secondary schools and around 45 primary or special schools clustered around the secondaries and the College<sup>4</sup>. Each partnership receives a grant of up to £270,000 each year. This pays for: a full time Partnership Development Manager (PDM); the release of one teacher from each secondary school two days a week to allow them to take on the role of School Sport Coordinator (SSCo); the release of one teacher from each primary or special school 12 days a year to allow them to become Link Teachers (PLT); and Specialist Link Teachers who fill the gaps created by teacher release.

## Partnership Model for the School Sport Coordinator programme



<sup>4</sup> Partnerships start up as a Sports College, 4 secondary and 25 primary or special schools.

**18.** The partnerships' overall aim is to help schools to ensure that their pupils spend a minimum of two hours each week on high quality PE and school sport. Six strategic objectives have been set:

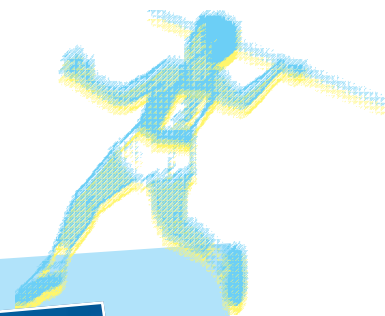
- strategic planning – develop and implement a PE/sport strategy;
- primary liaison - develop links, particularly between Key Stages 2 and 3;
- out of school hours - provide enhanced opportunities for all pupils;
- school to community - increase participation in community sport;
- coaching and leadership - provide opportunities in leadership, coaching and officiating for senior pupils, teachers and other adults; and
- raising standards - raise standards of pupils' achievement.

### ***How are they being delivered?***

**19.** For more information on how the School Sport Coordinator programme is being delivered, email [ystinfo@lboro.ac.uk](mailto:ystinfo@lboro.ac.uk)

#### **Milestones**

- By September 2003, there will be 1,150 School Sport Coordinators and 5,500 Primary or Special School Link Teachers.
- By September 2004, there will 1,700 School Sport Coordinators and 8,500 Primary or Special School Link Teachers.
- By September 2005, there will be 2,400 School Sport Coordinators and 13,500 Primary or Special School Link Teachers.
- By September 2006, there will be 3,200 School Sport Coordinators and 18,000 Primary or Special School Link Teachers.



# Gifted & talented programme

## What is it about?

- 20.** The Gifted & Talented programme is part of the Government's wider strategy to improve gifted and talented education. It aims to improve the range and quality of teaching, coaching and learning for talented sports people in order to raise their aspirations and improve their performance, motivation and self-esteem. It will also encourage more talented young sports people to join junior sports clubs and develop and strengthen the relationship between schools and NGBs in supporting talented young people. Up to 10% of pupils in primary and secondary schools will be supported.

## How is it being delivered?

- 21.** Core activity is focused locally, where schools will be provided with training and resources to support talented young sports people. In partnership with coaches and parents, schools will be encouraged to develop strategies to maximise talented young athletes' sporting and academic potential. This will include the introduction of talent development camps for pupils in years 6 and 7. Regionally, existing pilot work will be extended to find cooperative and coordinated methods of supporting talented young athletes. This will include further work on identifying the additional training needs of people working with talented young disabled athletes. Nationally, the programme will include:

- a web-based resource for teachers, coaches and parents - [www.talentradder.org.uk](http://www.talentradder.org.uk)
- a national support network for talented young disabled athletes;
- NGB-organised national performance camps for elite young athletes;
- a national faculty of gifted and talented trainers to provide continuing professional development;
- extra curriculum provision for academically able 11-16 year olds in PE and sports studies; and
- a school-based profiling and tracking system.

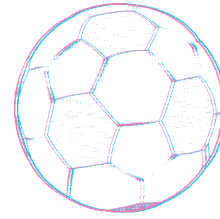
- 22.** For more information on the Gifted & Talented programme, email: [jo.ware@dfes.gsi.gov.uk](mailto:jo.ware@dfes.gsi.gov.uk)

## Milestones

- By August 2003, 3 national performance camps will have been run, each catering for 400 talented young athletes.
- By March 2004, there will have been 50 local talent development camps.
- By March 2006, talent support programmes will have been phased into 320 School Sport Coordinator partnerships.



# QCA PE and School Sport Investigation



## *What is it about?*

**23.** The Qualifications and Curriculum Authority (QCA) is currently working with schools (primary, secondary and special) and partnerships across England to explore and develop ways of improving the quality of PE and school sport. The key aim is to investigate the difference that high quality PE and school sport make to young people and the impact that this has on their schools. Some of the schools are also Specialist Sports Colleges (see page 5) or within a School Sport Coordinator partnership (see page 6).

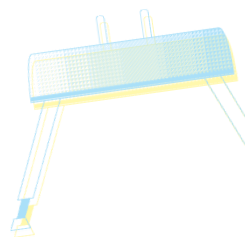
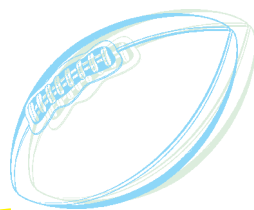
## *How is it being delivered?*

**24.** The schools and partnerships involved in the investigation are aiming to ensure that all their pupils spend a minimum of two hours each week on high quality PE and school sport. To achieve this, they are investing time and resources and are using a range of approaches and strategies. These include:

- re-designing the PE curriculum to reflect better how young people learn and improve their progress and attainment;
- developing break and lunch times to provide purposeful skill and health enhancing activities that improve behaviour, attitudes to learning and healthy living;
- exploring how time before and after school can be used to support young people's learning and improve their self-esteem and attendance patterns; and
- finding more effective ways to support and develop teachers, other adults and junior leaders to ensure what they provide is high quality PE and school sport.



**25.** All of the schools involved in the investigation are seeing benefits. They have found that developing PE and school sport has made a difference to a number of areas of school improvement including attendance, behaviour, attitudes to learning and attainment. Many have also found that pupils' self-esteem and confidence have grown and that they are now more committed to a healthy, active lifestyle.



- 26.** For more information on the QCA investigation email [casbonc@qca.org.uk](mailto:casbonc@qca.org.uk) or [waltersl@qca.org.uk](mailto:waltersl@qca.org.uk) or visit the QCA's website [www.qca.org.uk/pess](http://www.qca.org.uk/pess)

### **Milestones**

- By April 2003, QCA will produce new guidance entitled 'Steps to Success' identifying key strategies to ensure that all young people have a minimum of two hours high quality PE and school sport each week.
- By September 2003, QCA will produce new guidance to help schools, colleges and partnerships to set up investigation processes to evaluate the impact of PE and school sport on young people and school improvement.
- By September 2004, QCA will produce new guidance about how schools can work together in partnership to improve the quality of PE and school sport and improve schools.
- By September 2005, QCA will produce new information about how QCA PESS investigation schools and partnerships create effective links with the community that make a difference to young people and school improvement.
- By September 2006, QCA will provide a clear mechanism that schools, colleges and partnerships can use to measure the impact of PE and school sport on young people and school improvement.



# Step into Sport

## *What is it about?*

**27.** Sport relies on 1.5 million volunteer officials, coaches, administrators and managers. Step into Sport is encouraging children, young people and adults to begin and continue an involvement in sports leadership and volunteering. At the same time, it is encouraging governing bodies, county sports partnerships and clubs to develop and implement volunteering strategies. By addressing the supply and demand sides of sports volunteering in this way, Step into Sport will ensure that local clubs are geared up to receive, develop and deploy a steady supply of new volunteers. The programme has clear links to citizenship.

## *How is it being delivered?*

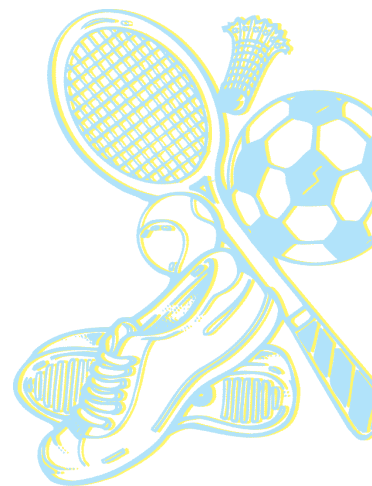
**28.** Step into Sport is being delivered from 2002-04 in up to 200 School Sport Coordinator partnerships across all 45 county sport partnership areas by a consortium of the YST, the British Sports Trust and Sport England, each of which has specific responsibilities:

- a.** YST - introducing young people in 1,000 schools to volunteering; deploying 21,000 young people through the TOP LINK programme in organising festivals of sport for pupils from local primary and special schools; and organising programmes of mentored volunteering by 4,000 young people in their communities;
- b.** British Sports Trust - providing training and qualifications through Sports Leader awards to up to 100,000 children, young people and adults; and
- c.** Sport England - working with the 45 county sport partnerships, 16 NGBs and 20,000 local volunteer coordinators.

**29.** For more information on Step Into Sport, [email nick.crowther@culture.gsi.gov.uk](mailto:nick.crowther@culture.gsi.gov.uk).

## **Milestones**

- By July 2004, a sustainable infrastructure will be established enabling children and young people to develop and sustain a lifelong interest in sports volunteering.



# Professional Development

## *What is it about?*

- 30.** In order to ensure high quality PE and school sport (see page 3), teachers and others need development and support. The Professional Development programme will ensure that they have the tools and expertise that they need. All maintained schools in England will be able to access the programme free of charge. The programme seeks to:
- a.** raise the quality of teaching and learning in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision within and beyond the curriculum to raise pupils' attainment;
  - b.** improve the understanding of how high quality PE and school sport can be used as a tool for whole school improvement, particularly in terms of attendance, behaviour management and attainment;
  - c.** improve the understanding of how high quality PE and school sport can be used to support healthy lifestyles and physical activity;
  - d.** encourage more innovative interpretation of the PE programme of study to better meet the needs of all pupils to enhance achievement; and
  - e.** enhance cross-phase continuity to improve pupils' progress in order to support a whole school approach to improvement and raising standards.

## *How is it being delivered?*

- 31.** Schools will be able to draw from a menu of resources (including videos, workshops, mentoring opportunities and interactive training). The programme will be piloted in a small number of schools in 2003-04 and then rolled out to all areas from April 2004 to March 2006.
- 32.** For more information about the Professional Development programme, email [ian.broadbridge@dfes.gsi.gov.uk](mailto:ian.broadbridge@dfes.gsi.gov.uk)

### **Milestones**

- By March 2004, the pilot phase of the programme will have been completed.
- By March 2005, year 1 of the programme will have been completed.
- By March 2006, year 2 of the programme will have been completed.



# School/Club Links



## *What is it about?*

- 33.** School/club links will build on and enhance the existing PE and sport opportunities available to young people in schools, thereby increasing the proportion of children guided into clubs from School Sport Coordinator partnerships. Young people will be guided from schools to NGB affiliated or otherwise accredited clubs linked to those partnerships. The project will focus on seven major sports (tennis, cricket, rugby union, football, athletics, gymnastics and swimming), but schools will be encouraged to establish links in a broader range of sports and physical activity.

## *How is it being delivered?*

- 34.** The key partners at national level are DCMS, Sport England, the YST and the NGBs of the seven sports. The factors leading to their selection included:
- NGB capacity;
  - sports that are central to the National Curriculum;
  - capacity to lead and mentor other sports;
  - sports popular with the full 5-16 age range and with both girls and boys;
  - sports offering multi-skill opportunities to 5-11 year olds;
  - mix of individual and team sports; and
  - sports that are the focus of Government initiatives and investment.
- 35.** At local level, the programme will be delivered through collaboration between School Sport Coordinator partnerships, county sport partnerships and NGB affiliated clubs.
- 36.** For more information about school/club links, email [susan.shaw@culture.gsi.gov.uk](mailto:susan.shaw@culture.gsi.gov.uk)



## **Milestones**

- The national partners are working to set targets for this programme.

# Swimming

## *What is it about?*

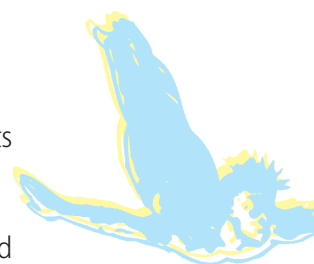
**37.** All children should be able to have the chance to swim safely enjoy the sport. Learning to swim can be great fun, has the benefits and can save lives. In November 2002, OFSTED reported that over 80% of pupils are able to swim 25 metres, a statutory requirement, by the end of Key Stage 2. In order to ensure more children reach this target, a Swimming Advisory Group was set up and, in October 2002, the Government published a swimming strategy to take forward the Group's recommendations. (An executive summary of the Advisory Group's report and the Government's response can be downloaded from the DfES website at [www.dfes.gov.uk/pess](http://www.dfes.gov.uk/pess))

## *How is it being delivered?*

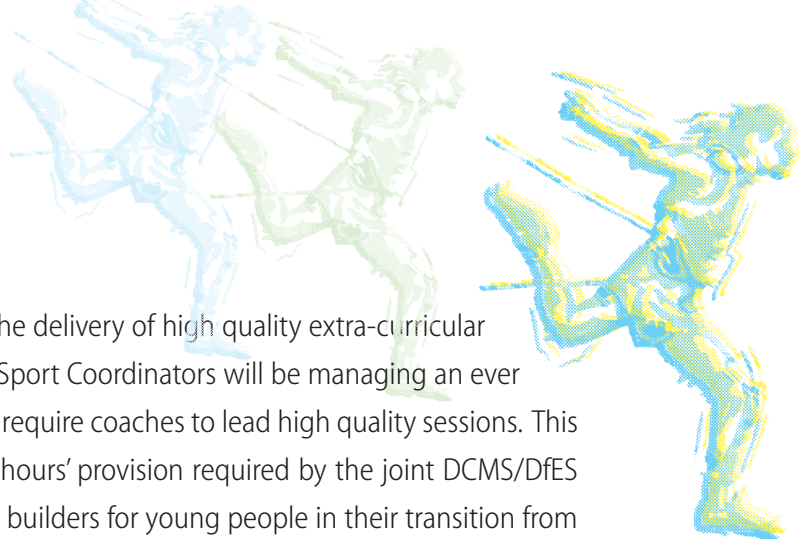
- 38.** The package includes:
- the development and launch of an interactive teaching toolkit for pupils, teachers and parents designed to increase understanding of swimming and water safety;
  - consultation on and publication of a Swimming Charter offering practical guidance and sharing examples of best practice;
  - targeted professional development within the overall Professional Development programme (see page 12); and
  - two pilot top up schemes for pupils who reach the end of Key Stage 2 and cannot swim the target 25 metres. The Amateur Swimming Association is running the pilots (one in an urban area and the other in a rural area) during the summer term 2003. The lessons learned will be reflected in the Swimming Charter.
- 39.** For more information on swimming, email [john.smyth@dfes.gsi.gov.uk](mailto:john.smyth@dfes.gsi.gov.uk)

## **Milestones**

- By October 2002, the swimming and water safety website ([www.nc.uk.net/safeswimming](http://www.nc.uk.net/safeswimming)) was launched.
- By July 2003, two pilot swimming top up schemes will have been delivered.
- By December 2003, the Swimming Charter will have been published.



# Coaching



- 40.** Coaches will play a key role in supporting the delivery of high quality extra-curricular sport programmes on school sites. School Sport Coordinators will be managing an ever increasing programme of activities and will require coaches to lead high quality sessions. This will make a major contribution to the two hours' provision required by the joint DCMS/DfES PSA target. Coaches will also be key bridge builders for young people in their transition from schools to clubs.
- 41.** Following recommendations made by the Coaching Task Force, major changes to coach education, employment and deployment will be introduced over the next three years. In particular, a Community Sports Coach scheme will provide an additional professional workforce to work alongside teachers in the delivery of high quality school sport. It will greatly increase the number of coaches available to work before, during and after school hours on school sites.
- 42.** The possibility of coaches taking on activities currently undertaken by teachers has also been explicitly recognised in the broader context of school workforce reform.
- 43.** For more information on coaching, email [matthew.conway@culture.gsi.gov.uk](mailto:matthew.conway@culture.gsi.gov.uk)



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More information on the PE, School Sport and Club Links strategy is available on the DfES ([www.dfes.gov.uk/pess](http://www.dfes.gov.uk/pess)) and DCMS ([www.culture.gov.uk](http://www.culture.gov.uk)) websites.

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