



# Sport in Education

2.1 For most of us, school is where we first get the chance to play sport and to catch the sporting habit. Taking part in school sport helps to make young people healthier, teaches them self-discipline and teamwork skills, develops their leadership potential and introduces them to activities they may enjoy and derive health benefits from for a lifetime. Not only that, youngsters with the potential to progress to higher levels of competition can only do so if they have the opportunity to discover and develop their sporting talent at school. That is why the Government is placing special emphasis on school sport.

2.2 Local Education Authorities, schools and further and higher education institutions all have key roles in the development of physical education and school sport. There are three areas for action:

- education facilities and playing fields
- PE and sport in schools
- teacher training and continuing professional development

2.3 The establishment of the School Sport Alliance in November 2000 is a significant step, bringing together the key stakeholders in the development of physical education and school sport facilities and programmes. This will ensure that there is a co-ordinated approach that will create the maximum benefit for the greatest number of pupils. The Alliance partners are the Department for Education and Employment, the Department for Culture Media and Sport, Sport England, the Youth Sport Trust and the New Opportunities Fund. Investment in schools is, of course, an investment for all the community, and the Alliance will consult with local government, through the LGA, to ensure that proposals link effectively with local sport and cultural plans and community strategies. The Alliance will consult widely with equity groups to ensure that the needs of all are fully represented in school sport programmes and funding initiatives

## Facilities and Playing Fields

2.4 Major new investment in school facilities - for use by the school and local community - alongside existing sports Lottery funding gives us an unprecedented opportunity to build a network of facilities in our schools to raise standards of physical education and sport across the county, especially in areas of greatest need. Ofsted inspections provide ample evidence that the quality of facilities has a significant impact on the range and balance of PE and sporting activities within the curriculum. The Building Bridges in Sport initiative encourages independent and state schools to work together, sharing facilities and expertise, for the benefit of their pupils

2.5 It isn't enough, however, simply to put up new buildings. We must look at the needs of the children and communities who will be using them. The promotion of physical activity among all pupils, especially the most sedentary, is a key aim of the Healthy Schools initiative and there will be an increase in joint working between DH, DCMS, DfEE and the key agencies involved in health, sport development and the curriculum.

2.6 The potential of sport to develop pupils' ethical perspectives is another important element – as the DfEE Citizenship and Sport programme is already demonstrating – and one which will be reinforced by UK Sport's development of underpinning principles of ethical behaviour in sport.

2.7 Existing and new facilities should provide equal opportunity for participation, acknowledging differences in need based on age, gender, ethnic diversity and disability. The Government acknowledges that more needs to be done to include children with special needs both in disability and mainstream sporting activities and these considerations should be built in to facility planning. We must also ensure that all new facilities are well managed, both in school and for community use.

2.8 Government can help all communities and schools to get the best value from this investment by setting out a clear national strategy including the need for integrated planning between the education sector and departments in Local Authorities responsible for sport and leisure. The continued protection of school playing fields will be at the heart of any future strategy.

2.9 The Space for Sport and Arts scheme is making £130 million available to 65 of the most deprived Local Education Authorities in England to provide new and improved sports

and arts facilities for their local communities including facilities for people with disabilities. Principles of good practice are already being piloted through this scheme and, after evaluation, will be extended to all Government and Lottery funded education sport facilities developments. The main elements are:

- a single set of design specifications and building bulletins for primary schools to replace the different publications put out by the DfEE, DCMS and Sport England was agreed in February 2001;
- design guidance and planning modules for facilities, covering quality, need, fitness for educational purposes and benefit for the community by September 2001. This will include case studies of effective facilities management;
- further refinement of the Sport England map of existing provision to identify areas of greatest sports facility need in the most deprived areas by April 2001;
- production of DfEE guidance for LEAs on the revenue implications of capital funding by 2002;
- Monitoring of the 300 Space for Sport and Arts projects will be used to inform future facilities development programmes.

2.10 The New Opportunities Round 3 funding proposals include a substantial £750 million (£581 million in England) for PE and sport in schools. This major investment can bring about a step change in the provision of sports facilities for young people and the wider communities in which they live. Priority will be given to areas of urban and rural deprivation, but they will not be the only ones to benefit. We recognise that sporting deprivation can blight other areas too

The principles to be piloted through the Space for Sport and Arts scheme will be fundamental to this programme. To ensure that funds are committed wisely, and to maximum benefit, before the selection process commences in Autumn 2001:

- The School Sport Alliance will establish a clear plan and prioritisation process for the distribution of funds.
- The Alliance will develop an incentive scheme for schools or colleges wishing to adapt their facilities, or open them up, for community and club use.

2.11 Specialist Sports Colleges need top quality facilities to deliver their ambitious programme of developing their pupils' physical education at every ability level across a wide range of activities. Their staff have acknowledged expertise and part of their mission is to link with other schools, acting as local centres of excellence. To help them to achieve the excellence to which they aspire:

- DfEE, Sport England and the Youth Sport Trust will design a fast track Lottery system specifically for Specialist Sports Colleges which we expect to see completed by April 2001.

2.12 Three Government Departments - DCMS, DfEE and DETR - are working alongside Sport England, the Central Council of Physical Recreation and the National Playing Fields Association to oversee the effectiveness of the initiatives which the Government has put in place to tighten controls on proposals to dispose of and develop school playing fields, and to collate more reliable data on such proposals. Under the previous Government, 40 school playing fields per month were being sold off. Now, with stricter rules governing sales and

increased monitoring and checks, that figure has dwindled to 3 per month. But we want to do more:

- DfEE is consulting about new, stricter measures to protect school playing fields and a proposal that where school playing fields are sold, the first call on any proceeds is to enhance PE and sport in schools.
- DfEE has set up a School Playing Fields Advisory Panel to advise Ministers on applications from Local Authorities and schools to dispose of school playing fields.

## PE and Sport in School

2.13 The development of at least 200 Specialist Sports Colleges and 1000 School Sport Co-ordinators over the next four years will create a dynamic infrastructure for physical education and school sport. We must create the conditions necessary to make the most of this exciting opportunity

2.14 Specialist Sports Colleges are part of the DfEE Specialist Schools programme. The first Specialist Sports Colleges have won praise from Ofsted for their work in promoting sporting opportunities for all pupils, developing community outreach programmes including other schools, establishing partnerships with National Governing Bodies of sport and Local Sports Development teams, and fast-tracking the most talented children. In September 2000, The Prime Minister announced an extra £24 million over the next three years for the Specialist Sports Colleges programme, to increase the target number of Sports Colleges from 110 to 150 by 2004. 84 schools in 59 different LEAs have already been designated. We can now announce that the DfEE has raised the target number to 200 Sports Colleges



creating further opportunities to build on success. The programme must be co-ordinated to ensure that pupils in all parts of the country can benefit:

- DfEE is considering what research might be undertaken into the relationship between the focus on PE and sport in Specialist Sports Colleges and school standards.
- The quarterly meetings of the Sports Colleges Project Board now have the number of Sports Colleges as a standing agenda item.
- On behalf of DfEE, the YST are consulting with the School Sport Alliance in reviewing the application process to ensure a good geographic spread of applications for Sports College status.

2.15 DfEE and DCMS will work together to produce a framework for the development of gifted and talented sports people in schools by December 2001 which will:

- ensure that sporting initiatives targeted at this group complement the gifted and talented strand of Excellence in Cities;
- ensure that DfEE's gifted and talented strategy outside EiC areas complements national sporting initiatives targeted at talented sports people of school age;
- establish the potential for joint pilots from September 2001;
- establish the role that Sports Colleges should play, within this overarching framework, in developing and responding to the needs of youngsters with sporting talent.

2.16 £120 million will be invested to fund over 200 families of schools and 1000 School Sport Co-ordinators. Each family of schools will develop around a hub site which, in the majority of cases, will be a Specialist Sports College. The Co-ordinators will be practising teachers based in secondary schools with time allocated to increase the quantity and quality of after school sport and inter-school competition in their area and to enhance links between school and community. Part of their role will be to liaise with Healthy Schools Co-ordinators to ensure that the beneficial effect of physical activity on good health is promoted within Co-ordinator partnerships. Co-ordinators will link with special schools and with primary schools in their family and as many as 6000 primary teachers will be released for up to 12 days a year for training. All partnerships are encouraged to include special schools in their plans and a specific strategy is being developed by the Management Group to support this. There are already 195 School Sport Co-ordinators working with 931 primary link teachers in 45 partnerships across England. The potential for school and community sport is enormous and steps to monitor and enhance the Co-ordinator partnerships will begin immediately:

- DfEE and DCMS will jointly commission an impact study to run from September 2001. The study will look at the effectiveness of the School Sport Co-ordinator programme in raising school standards, raising sporting standards and increasing participation for all young people, with an emphasis on those in under-represented groups.
- DfEE and DCMS with the School Sport Co-ordinator Management Group will seek to secure mainstream funding from the DfEE Standards Fund within the next year, and also to ensure that Co-ordinator partnerships link in to local sports development plans.

- The Youth Sport Trust and Sport England will report on the implications of the School Sport Co-ordinator programme for School Sport Associations and how they might work effectively together by May 2001.
- DfEE will consider the possibility of providing additional resources to fund a national modular training programme available to primary link teachers for the year 2001–2.

2.17 Sports Colleges and School Sport Co-ordinators are the key drivers of our vision for school sport in the next decade, they will develop best practice and set standards for other schools. In addition, in January 2001 the Prime Minister announced the Government's intention to offer a sport entitlement of at least 2 hours per week during and after school for 5–16 year olds. We must make sure that time is well spent:

- DfEE have commissioned the QCA to review and report on the principles which should underlie provision of a high quality 2 hours of PE and sport per week within schools. As a next step they will fund and support nationwide dissemination so that all schools have access to the good practice highlighted in the report by April 2001.
- DfEE will fund the second phase of the QCA project within the context of the recommendations set out in this plan. A central aim will be to make PE a key strand of LEA development plans.
- DfEE and DCMS will consult with the PE profession and others to identify ways of ensuring a high quality entitlement is available to all by the end of June 2001.

2.18 The Ofsted report on swimming at key stage 2 stressed the need for improved standards and quality in the delivery of swimming in the curriculum. DfEE has already acted to address the concerns raised in the report:

- DfEE has established a Swimming Advisory Group to review Ofsted's findings and other available evidence. The group comprises representatives from Ofsted, DCMS, QCA and the swimming associations, and is charged with producing a list of immediate and robust actions.

2.19 The Government is determined that every pupil should have an equal opportunity to enjoy the many benefits that participation in sport brings. There is a need to look at ways in which PE and sport can be made more inclusive and attractive to pupils who have traditionally been turned off by school sport. One example which shows that we can make a difference is the pioneering work the Nike Girls in Sport partnership is doing in schools, changing attitudes among girls who have been disaffected with sport. Study support programmes can offer extra opportunities to the groups who need them most. The Government is also committing up to £100m of New Opportunities Fund money to outdoor adventure activities and facilities offering wider recreational opportunities for all children.

## Teacher Training Support and Continuing Professional Development

2.20 The developments described in previous sections will demand much of PE teachers. Only the best teachers can deliver the best teaching. New and experienced teachers will need focused, high quality and comprehensive training to

ensure that the new developments benefit all young people. The work plan set out in this section is ambitious. It is our belief that raising standards of Physical Education training can lever whole school improvement and not only during the formal school day. NOF Out of School Hours funding is targeted to benefit at least half of secondary and special schools and a quarter of all primary schools

Initial Teacher Training will be reviewed and, where necessary, reformed:

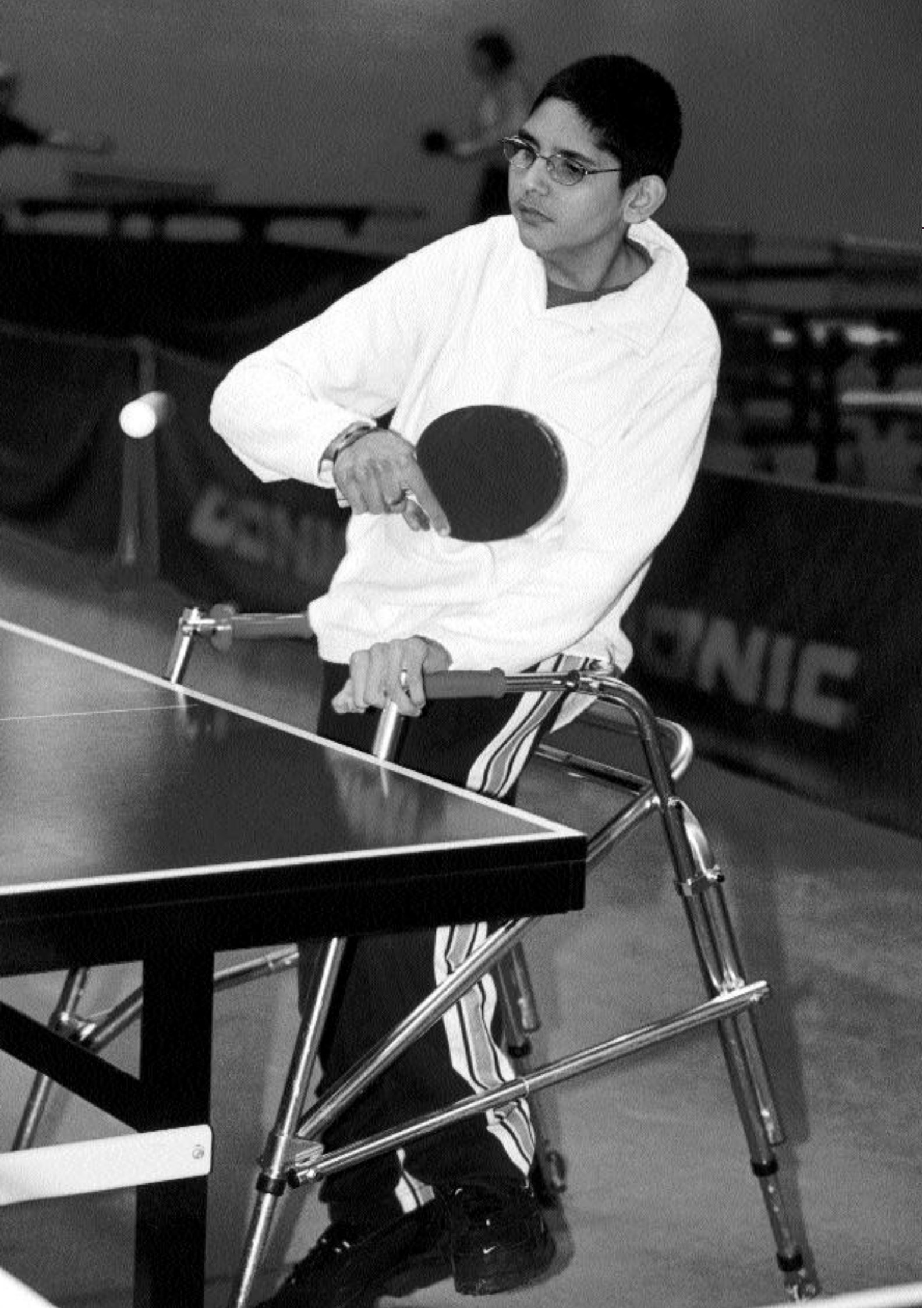
- TTA will immediately begin work with the PE Professional Development Board to strengthen effective joint working between HEIs and schools to agree a strategic plan for PE by September 2001 to be operational by September 2002.
- TTA will liaise with PE subject associations on their production of non-statutory guidance on good practice in PE ITT. The guidance will be made available alongside the revised ITT requirements and QTS Standards from 2002.
- From July 2001, DfEE will take into account monitoring information about the School Sport Co-ordinator programme from the PDB when deciding the number of teacher training places to be allocated to PE.
- QCA will now incorporate the contribution of Physical Education to citizenship, key skills, thinking skills and inclusion into schemes of work and exemplification materials.

2.21 Initial Teacher Training needs to sit within the continuing professional framework being drawn up by the new Physical Education Professional Development Board which DfEE have agreed to fund and monitor for a 3 year initial period. ITT, induction and CPD should be

a continuum offering teachers seamless support as they progress through their careers. The 'Code of Practice' (March 2001) sets a minimum standard for all training providers to meet enabling more teachers to gain quality assured vocational and academic qualifications

- DfEE will begin to develop extra CPD resources for primary and secondary teachers in the next financial year.
- The PDB will continue work begun in December 2000 to audit and review available CPD resources and report on needs.
- The PDB will meet annually with DfEE officials responsible for ITT and CPD.
- Phased development of an interactive website for PE teachers, linked to the NGFL and the DH Wired for Health site, will commence in April led by the YST who have already secured sponsorship support.
- In April 2001 DfEE will meet the PDB to discuss Standards Funding allocation for PE CPD from September 2001 with early priority given to new Primary teachers; primary ITT mentors; Primary/Special Curriculum co-ordinators and middle, special and secondary subject leaders; learning assistants and teachers in areas without a School Sport Co-ordinator partnership.

2.22 During all training and development, teachers should be provided with the information they need to include and involve young people with disabilities effectively in PE and sport. We will implement measures to enable that to happen:



- DfEE, in consultation with EFDS, will work from April 2001 to commission training and information resources, including case studies and good practice models, to help teachers ensure that young disabled people are fully included in PE programmes, sport and out of school hours learning opportunities.

**2.23 The role of FE and HE in the physical education, sport education and training curriculum should be recognised and supported. Building on the work Sport England has already done:**

- A National Advisory Group will be established immediately to review the roles, contributions and potential of FE and HE sectors to provide education and training.
- The National Advisory Group's priority will be to set out a strategy to maximise funding for sustainable FE and HE sports provision.
- They will also be asked to report on the qualifications framework for the consideration of the Learning and Skills Council by September 2001.

**2.24 Child protection issues and the health and safety of the pupils in their care will rightly be of concern to every PE teacher. The increase in the numbers of classroom assistants and recently announced programmes such as the New Deal assistants and Leadership and Volunteering in Community Sport schemes will result in more adults other than teachers working on school sites.**

- Sport England will consider increasing its funding for the inter-agency Child Protection in Sport Unit housed by the NSPCC.
- The Child Protection in Sport Unit will be responsible for the dissemination of effective practice to all key agencies.
- The School Sport Alliance will determine how to establish effective long-term management, accreditation and co-ordination of the existing Adults Other Than Teachers programme.