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 **SPORT ENGLAND**



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# School-club links



Recognising and achieving effective links  
between schools and sports clubs



The Club Links programme is a fundamental part of the Government's National School Sport Strategy. Its purpose is to strengthen the links between schools and local sports clubs and, in so doing, increase the number of children and young people who become members of accredited sports clubs. Strengthening the links between clubs and schools will help to create a culture of participation from a young age.

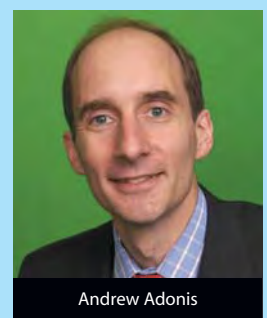
We are keen to ensure a smooth and natural transition from school to club organised sport. The Club Links programme being delivered through sport's national governing bodies and the national network of school sport partnerships will provide more opportunities for children and young people as they move from school sport to club sport. We also recognise the importance of providing high quality sport in an environment that is recognised as safe and meets child protection requirements. Effective links between schools and clubs will encourage young people to adopt healthier lifestyles, enjoying sport whilst participating in a safe environment and hopefully going on to achieve sporting success. These are all key aims of the Every Child Matters agenda.

We therefore welcome this booklet, which is the latest in a series of documents that underpin the National School Sport Strategy being jointly delivered by our two departments – the Department for Culture, Media and Sport, and the Department for Education and Skills. We are grateful to all those who have assisted in its production by contributing case studies of good practice and a wealth of other helpful information. The guidance will help you to set up and maintain effective school-club links and enable you to recognise their positive outcomes for young people.

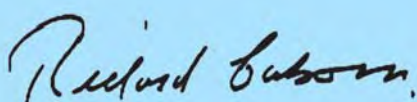
We hope that you will be able to use this information to build on all the tremendous work done since 2002 and continue to transform the opportunities available to our young people through school and club sport.



Rt Hon Richard Caborn MP



Andrew Adonis

A handwritten signature in black ink that reads "Richard Caborn".

Rt Hon Richard Caborn MP  
Minister for Sport

A handwritten signature in black ink that reads "Andrew Adonis".

Andrew Adonis  
Under-Secretary of State for Schools

# About this guide

This guide has been produced to help schools, clubs, national governing bodies and county sports partnerships work together to provide effective school-club links. It focuses on how to:

- lay the foundations for achieving effective school-club links
- recognise the effectiveness of a link by looking at its impact on young people.

The detail of how to set up, develop and maintain effective school-club links will be covered in training provided as part of the national PE, School Sport and Club Links (PESSCL) strategy and by Running Sport for volunteers.

In clubs, much good practice is already in place and many volunteers already offer young people excellent opportunities to make progress in the wider sporting environment. This guide aims to promote existing good practice, enabling clubs to see the value of gaining club accreditation and making effective links.

Similarly, many schools and school sport partnerships already have effective links in place and are working hard with local providers to offer pupils new opportunities to take part in sport. This booklet gives them further ideas about what might be achieved and supports them in evaluating and developing their existing links.

## School-club links and the national strategy

In 2003, the Department for Education and Skills (DfES) and the Department for Culture, Media and Sport (DCMS) published *Learning through PE and sport*. This set out the national PESSCL strategy and stated that:

'... 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.'

This target has been increased to 85% by 2008, with a further aim for children to have access to at least four hours of PE and sport each week by 2010.

In addition, a specific target was set to enhance school-club links:

'To increase the percentage of 5-16 year olds from school sport partnerships participating in high quality club environments from 14% in 2002 to 20% by 2006, and to 25% by 2008, while achieving a floor target for key stages 2-4 of 15% each and 20% by 2008.'

Effective school-club links have a vital role to play in ensuring that all of these targets are met. The 2004/5 PESSCL survey showed that an average of 22% of pupils in partnership schools participated in at least one sports club with links to their school.



### Terms used in this guide

- Sport:** includes dance, outdoor education and wider physical activity
- Club:** any provider of sport, dance, outdoor education or wider physical activity
- Coach:** anyone who teaches sport, dance, outdoor education or wider physical activity in a club

### Dance links

The booklet *Dance Links: A guide to delivering high quality dance for children and young people* (DCMS/DfES, November 2005) focuses on schools working with dance clubs. It includes guidance on creating effective links and case studies of dance links in action. Details of how to order a copy are given on page 16.

### Multi-skill clubs

The new network of multi-skill clubs plays a vital part in the pathway between school sport and club sport for young people. Many of the principles in this guide can be applied to multi-skill clubs. Details of how to order a copy of the multi-skill clubs and academies brochure are given on page 16.

# What is a school-club link?

**A school-club link is an agreement between a school or school sport partnership and a community based sports club to work together to:**

- 1. meet the needs of all young people,** whether they want to get involved:
  - as an elite performer
  - to enjoy sport and develop their skills
  - for social or recreational reasons
  - to maintain or develop their fitness
  - as a young leader or coach
  - as a club officer
- 2. provide new and varied opportunities for young people**
- 3. help young people to realise their ambitions** in sport and dance by providing pathways for them to follow
- 4. agree good standards of provision** and put in place quality controls and club and school developments to ensure that standards remain high.

## Cornwall cricket clubs hit for six

**The partners:** cricket clubs in Cornwall; Cornwall Cricket Board; England and Wales Cricket Board; local primary and secondary schools



### Action

- The Cornwall Cricket Board was allocated PESSCL funding by the England and Wales Cricket Board to increase participation in junior clubs and to build and sustain school-club links. This funding was matched by Sport England through the Cornwall Sports Partnership with Community Sports Coach funding and with contributions from focus clubs.
- A part-time community cricket coach was appointed to work with the feeder primary and secondary schools of four focus clubs each year (all have achieved Clubmark).
- In the first year, he delivered a cricket leadership course to club members and secondary teachers. He also delivered 'Howzat' 1st

Innings training to 12 primary teachers.

- The coach spent over 200 hours of curriculum time in primary schools and ran Kwik Cricket festivals at club grounds (these each attracted over 50 children).
- An assembly package promoting cricket was delivered to all the feeder primary schools.

### Impact in the first year

- Under 11 membership increased from 15 to 32 at Liskeard Cricket Club. The number of children aged 6 to 9 with ball skills membership at Truro Cricket Club rose from 21 to 31. Junior membership at Menheniot Cricket Club increased from 14 to 22.

- All of the clubs completed or committed to completing comprehensive development plans.
- Six new primary schools entered the BBC Sport Kwik Cricket competitions.

### Why does the link work?

- Cornwall Sports Partnership and Cricket Board work together to make the most of existing programmes and initiatives.
- All of the focus clubs make a financial commitment.
- The community cricket coach liaises with other community sports coaches to share good practice and works closely with the county sports partnership.

# Oarsome rowing links

**The partners:** four rowing clubs in Hampshire and the Isle of Wight; Amateur Rowing Association; seven local secondary schools



## Action

- An Amateur Rowing Association community sports coach was funded by Hampshire and Isle of Wight Sports Partnership and by the four clubs that formed the steering group for this project.
- The Amateur Rowing Association and club volunteers helped to set up links between the rowing clubs and schools.
- Pupils were introduced to the world of rowing in assembly through the Go Row programme (this includes a video, games, activities and an opportunity to obtain certification for indoor rowing achievement).
- The clubs ran taster days in their link schools, at which every year 7 pupil took part in a health and fitness indoor rowing session.
- An after school indoor rowing club was set up for eight to ten weeks in each school, following the Go Row programme.
- An inter school indoor rowing competition was hosted by one of the schools.
- Pupils took part in swimming and water safety training at a local pool, led by qualified volunteer coaches.
- The clubs set up an after school club to introduce pupils to rowing on the water.

## Impact

- The community sports coach who led the programme won the Sport Coach UK Young Coach of the Year Award.
- In total, 3332 young people in Hampshire and the Isle of Wight took part in rowing sessions.
- 170 juniors took part in club based water activities. Many will take part in competitions during their first year and several are aiming to join regional teams.
- The indoor rowing competition has become an annual event.
- Schools are now asking to get involved with the rowing clubs, rather than the other way round.

## Why does the link work?

- The volunteers and community sports coach support the link from school to club. This gives young people someone to relate to when they move from activities in school to the club environment.
- There is a strong emphasis on fun and enjoyment.
- Communication is good between schools and clubs, with regular meetings held to discuss the programme.



# What will you see in schools when a school-club link is effective

When a school-club link is effective, schools will see the following outcomes in their pupils.



Young people enjoying and regularly participating in PE and sport

1

- getting involved in PE and sport for at least three to four hours each week
- making a positive connection between what they learn in school and what they learn in the club
- showing enthusiasm for what they are doing
- having fun and working hard

Young people with a desire to achieve in PE and sport

2

- thinking about what they could become and achieve through involvement in PE and sport
- having role models who inspire them to achieve
- having clear and realistic goals to measure their progress
- knowing how to achieve these goals and understanding how the school can help them



# ub link is effective?

Young people making progress and fulfilling their potential

3

- becoming increasingly skilful and confident
- continually improving their performance
- growing in mental and physical strength
- taking greater initiative for what they do and becoming better at choosing and volunteering for roles (whether as performer, leader, official or club officer)
- being aware of the different pathways they can follow to fulfil their potential
- gaining a sense of achievement from knowing they are doing their best

Young people leading a balanced, healthy lifestyle

4

- understanding that PE and sport are an important part of a healthy, active lifestyle
- balancing their involvement in school and club, and planning their training, competition and performance commitments so they are not overloaded (parents and carers of younger children will play a key role in this)
- sharing their involvement in sport with all adults involved, including teachers, coaches and parents
- feeling good about themselves
- having time for other interests and commitments at school, home and in the community

Young people with a strong sense of belonging in school

5

- being recognised for who they are and what they achieve in both school and club
- being interested in and supportive of others
- having the confidence to take on new roles and try different activities



# What will you see in clubs when a school-club link is effective

When a school-club link is effective, clubs will see the following outcomes in young people.

Young people enjoying and regularly participating in club sessions

Young people with a desire to achieve in sport

- getting involved in club activities for at least one to three hours per week
- making a positive connection between what they learn in the club and what they learn in school
- showing commitment to the club
- having fun, working hard and involving others in activities

- being able to explain their progression along a performance pathway
- having a clear vision of what they want to achieve
- having role models in the club and in the wider sport who inspire them
- beginning to measure their progress by setting clear and realistic goals with their coach
- taking some responsibility for their own progress



# link is effective?

## Young people making progress and fulfilling their potential

# 3

- helping to design their training programme
- beginning to demonstrate a wider commitment by taking on volunteering roles within the club
- beginning to lead activities
- gaining a sense of achievement and understanding the important contribution of others around them

## Young people leading a balanced, healthy lifestyle

# 4

- understanding and valuing the contribution of club life to a healthy, active lifestyle
- balancing their involvement in sport, and planning their training, competition and performance commitments so they are not overloaded (parents and carers of younger children will play a key role in this)
- sharing their whole involvement in sport with all adults involved, including teachers, coaches and parents
- feeling good about themselves
- having time for other interests and commitments at school, home and in the community

## Young people with a strong sense of belonging in the club

# 5

- feeling secure and supported in the club community and seeing it as a central part of their life
- holding positions of responsibility
- helping to organise competitions, tournaments, fixtures, festivals or performances
- leading or coaching groups
- being interested in and supportive of others
- having the confidence to try different activities



# Key people and organisations

The following can play a vital role in helping to set up and maintain effective school-club links.

## The school or school sport partnership

School sport partnerships should keep in touch with their local clubs to explore opportunities to work together. Partnership development managers (PDMs) should then work with school sport coordinators (SSCOs) and primary link teachers (PLTs) to set up links. They may invite clubs to contribute to school sport sessions or to Step into Sport leadership work.

## The club

All clubs should have a representative who works with either their school sport partnership, county sports partnership or national governing body to make school-club links. If clubs contact schools directly, they should let their county sports partnership or national governing body know what they are doing.



## The Local Authority

Local Authority sport development units help to establish links by putting PDMs in touch with clubs and through the local sport specific development group.

## The county sports partnership

The county sports partnership is involved in club development, is in contact with PDMs and also works with sport specific development groups. As a result, it can play a pivotal role in putting clubs in touch with PDMs and facilitating links through Step into Sport and other club development.

## National governing bodies

Different national governing bodies offer clubs different levels of support. Some county officers put clubs in direct contact with school sport partnerships. In other cases, regional or national officers know how to set up effective links in their area.



# Checking the quality of potential partners

School-club links work best if they bring together a high quality school or school sport partnership with a high quality club. But how can schools identify whether clubs are high quality? And how can clubs identify whether schools are providing high quality PE and sport?

## A high quality club:

- has Clubmark accreditation or its national governing body equivalent. Clubmark is awarded by Sport England to high quality clubs with junior sections
- is affiliated to its national governing body and has strong connections with the county sports partnership, Local Authority and county association
- has high quality, experienced coaches who are qualified to work with young people and registered with their national governing body
- is committed to professional development for its coaches and volunteers
- ensures that its coaches and volunteers have attended child protection training and been Criminal Records Bureau (CRB) checked
- provides a safe and effective environment
- has clearly defined pathways for young people as players and volunteers

- involves young people in decision making
- has an induction policy for young people and their parents and carers
- is committed to continuous development and improvement
- follows the principles of long term athlete development/talent development.

## Schools that provide high quality PE and school sport:

- ensure all pupils take part in PE and school sport for a minimum of two hours each week
- have between 75% and 100% of their pupils consistently displaying the 10 high quality outcomes (as defined in *High quality PE and sport for young people*, DfES/DCMS, 2004)
- have pupils that make good progress in PE and school sport and achieve high standards
- offer consistently high quality teaching and learning
- have effective processes for developing and improving the quality of teaching
- have a PE curriculum that pupils find stimulating and challenging, and that enables them to make good progress
- listen to pupils and act on what they say
- use good systems for assessing pupils so that they know where they are and can achieve the highest possible standards
- keep parents and carers well informed about their children's experiences, progress and achievement, and involve them in decision making
- use time, facilities and resources effectively to improve pupils' learning
- recognise and reward pupils' participation and achievement in PE and school sport.



# Putting a link into practice

## Getting started

Those responsible for managing a school-club link need to begin by developing a shared understanding of the main aims of the link and how it will benefit young people. How will it help young people to achieve their potential? What other benefits will it have? Who will take on different roles and responsibilities?

Reaching an agreement – owned jointly by the club and the school or school sport partnership – helps to establish ground rules and manage expectations for the link.

The club and school or school sport partnership then need to work together to put the link into practice by:

- explaining the benefits of the link to young people, teachers, coaches, parents/carers, governors and club members
- ensuring that young people have enough time to get involved and achieve
- providing the right teachers, coaches and volunteers and making sure that they have attended child protection training and been CRB checked
- providing enough space and resources
- ensuring that school and club environments are safe and welcoming
- celebrating young people's involvement and achievements
- listening to and acting on the views of young people, parents/carers and others.

## Helping young people to make progress

To ensure they make a real difference to young people, the club and school or school sport partnership need to:

- set out what each young person needs to do to make progress in both settings
- communicate these steps to young people, their parents/carers and other teachers and coaches
- make sure that young people understand the relationship between their performance at school and club
- work together to ensure young people make progress and remain committed
- give young people time to think, reflect and make decisions for themselves
- build excitement and motivation by helping young people to see the progress they are making
- give young people opportunities to evaluate their progress and achievement, and to decide what to do next.

## Providing the right people

It is essential to have experienced teachers, coaches, assistants and volunteers who are qualified to work with young people and are keen to improve their expertise. People involved in school-club links need to be committed, enthusiastic and act as positive role models. They should nurture young people's determination and desire to achieve by showing confidence in their ability to make progress. They should value young people by listening to their views and celebrating their successes.

Everyone involved in working with young people as part of a school-club link should be CRB checked.

Information on how to contact national governing bodies can be found on the Sport England website (see page 17 for details).



# Making a link sustainable

## Continuity

Continuity for young people comes through linking the PE curriculum, out of hours activities and the school-club link. Young people who join clubs after experiencing particular sports in PE at school are usually more confident in their ability and knowledge. Teachers can help to make links by promoting clubs immediately after a unit of work or during an out of hours activity. If young people know a club's coaching staff or other members – perhaps through taster sessions in school or a coach's involvement in an after school activity – this can help their transition from school to club.

## Shared standards

Many schools are proud of their standards in PE and school sport and are anxious that clubs reinforce good practice. In line with this, teachers and coaches need to work together to ensure that they share a common approach to working with young people and involving parents/carers. Areas for discussion might include expected standards of behaviour and attitude (of both young people and adults), preparation and planning, providing positive feedback, and involving young people in their own learning.

## Agreement

A formal agreement, whether written or achieved through mutual understanding, should be negotiated at the start of the link and maintained throughout. This should clarify roles and responsibilities, and agree a vision, expectations and goals.

## What makes a school-club link sustainable?

## Understanding and respect

For a link to be sustainable, the club and school or school sport partnership must show respect for one another's role. They need to actively promote and support each other, rather than being in competition for young people's time and commitment. They also need to understand and appreciate the roles and responsibilities of others that support the link, such as PDMs and county sports partnerships.

## Communication

Good communication is crucial to a sustainable link. Clubs and schools need to be in regular contact and share each other's achievements, talking about and celebrating young people's progress. Clubs and schools also need to ensure that they communicate well with young people and their parents/carers.

## Involving young people

Most coaches and teachers acknowledge that they need at least five to ten young people to establish an effective, sustainable link. However, a high number of participants does not necessarily mean that a link is effective. A better indication is the number of young people who stay year after year, attend regularly and eventually become full junior members of the club.

## Coaches in schools

Many schools value the input of club coaches, as they have good knowledge and are up to date with rules, coaching methods, events and issues in their sport. Having the opportunity to work together strengthens the partnership between teachers and coaches, helping them to share and develop approaches and expertise.

## Jumping to success

**The partners:** Northamptonshire Trampoline Gymnastics Academy (NTGA); Northampton Academy Sports College; Northamptonshire School Sport Partnership



### Action

- A full-time community sports coach based at the school coaches trampolining in the curriculum, after school and in satellite club and community settings.
- NTGA runs a satellite club at the school for eight hours a week (delivered by the community sports coach).
- To celebrate achieving British Gymnastics GymMark and Sport England Clubmark, NTGA put on a display that included pupils from the school.
- The school funded the club to set up a special needs programme, provided it with video analysis software and ICT support, and provided funding for four NTGA coaches to attend the Sports Coach UK Movement Fundamentals course.
- Coaches from NTGA support and train PE staff.
- The school and club work together to ensure a balance between talented pupils' schoolwork and training. They work in partnership on the Junior Athlete Education and Gifted & Talented programmes.
- The school and club also work together to run trampoline gymnastics festivals.
- The school and PDM actively promote the club's school and community programmes.

- A County Schools Trampoline Association has been established with help from NTGA and the school.

### Impact

- There is now a continuous pathway from school to out of hours learning opportunities and on to the competitive club environment, with clearly identified exit routes for participants, coaches and volunteers.
- The programme of teacher training and coach development that has been established by the link has resulted in newly qualified coaches and better quality delivery.
- PE staff have gained the British Gymnastics coaching qualification. One teacher now takes part in NTGA's community programme, is a volunteer coach and represents the club by competing at regional novice level.
- Club membership rose from 527 in April 2005 to over 700 in January 2006.
- Four new after school clubs have been set up, with over 60 new participants.

### Why does the link work?

- The key people from the club and school are fully committed to the link and will continue to work together to ensure that it remains successful and sustainable.
- The East Midlands Gymnastics Development Officer provides advice, support and PESSCL funding for the link.
- The GymMark process taught the club the true value of the school-club link and the importance of partnership work through the school sport partnership and the county sports partnership.



# Athletics for pupils with special needs

**The partners:** Orwell Panthers Athletics Club; Beacon Hill School (a special school)



## Action

- In 2003, the PE coordinator at Beacon Hill set up a weekly athletics club at the school, using the facilities of the very small school sports hall. She arranged for two coaches from Ipswich Harriers Athletics Club to help her improve the quality of the pupils' athletic skills.
- The club rapidly outgrew the school sports hall, both in terms of numbers and pupils' ability. It transferred to a local sports centre and opened its doors to children with special needs aged 11 and over from any school in the area.
- The young people decided to call their club Orwell Panthers. It is funded through grants from the borough council, some sponsorship, fund raising and membership fees.
- The PE coordinator and the qualified Athletic Association coaches still provide coaching and support each week.
- Approximately 10 pupils from Beacon Hill and a further 10 from other schools are regular members. They take part in running, throwing and jumping activities, and compete in a range of competitions held both within the club and between clubs.
- The club took part in a Suffolk Athletics demonstration at the AAA championships.

## Impact

- For the first time, pupils with special needs have the opportunity to compete in local and regional athletic competitions.
- Pupils' social skills have developed as a result of mixing with children from other schools.
- Very good facilities and coaching have meant that pupils' athletic ability has improved considerably. One club member is currently undertaking a level 1 athletics coaching award and will soon be coaching alongside the club's qualified coaches.
- Pupils are committed to the club. They enjoy attending and derive great pleasure from joining in and competing.

## Why does the link work?

- Because the coaches from Ipswich Harriers worked alongside the PE coordinator on the school site, both coaches and pupils knew each other before the club was transferred to the sports centre.
- Pupils are highly motivated by the opportunity to experience high quality training and facilities.
- The PE coordinator has remained involved in and committed to the club. This gives pupils a familiar point of contact if there are any problems.



## A clear path to club basketball

**The partners:** Bury Blue Devils Basketball Club; Bury / Broad Oak School Sport Partnership



### Action

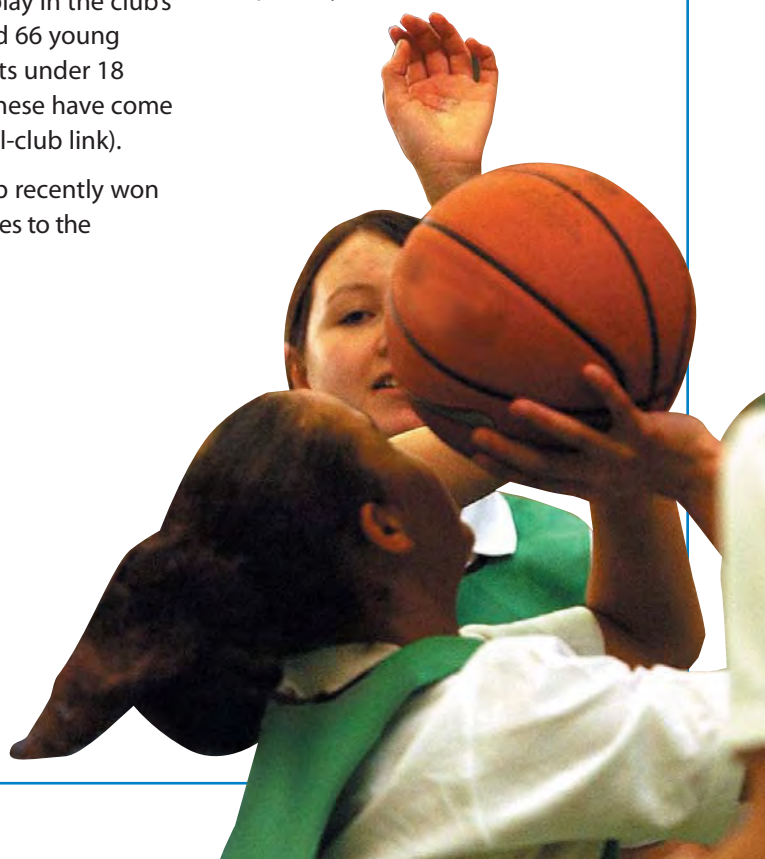
- All five clusters (families of schools) in the partnership were granted Awards for All funding of £5000 to pay for basketball equipment and coaching.
- Two Blue Devils coaches delivered a six week basketball course to over 200 primary pupils (years 4 to 6). Teachers learnt from watching the coaches so they could take on responsibility for delivering basketball after the course.
- At the end of the six weeks, cluster competitions culminated in the Bury Blue Devils primary basketball competition. In 2005, 150 pupils from 16 schools took part. Players wore club T-shirts and received a medal. The winning team went on to represent Bury in the Greater Manchester Mini-Games.
- Club literature giving details of sessions and training was distributed in schools.
- Year 7 and 8 pupils began to play in the Bury schools' league for the first time. Basketball festivals are now held three times a year for these teams.
- Three secondary schools were invited to join the England Basketballmark scheme through the Blue Devils link.

### Impact

- Pupils now have a clear, strong pathway from school to club basketball.
- More pupils play basketball at school. Average year 9 squads have risen from around 9 players to 16 or 17. A few pupils have successfully campaigned for their schools to form competitive basketball teams for the first time.
- The standard of secondary school basketball has improved. Three pupils attended a specialist camp and now compete at regional and/or national level.
- Over 20 primary pupils attend a weekly session at the club, 14 boys and girls play in the club's under 12 team, and 66 young people belong to its under 18 section (many of these have come through the school-club link).
- The basketball club recently won an award for services to the community.

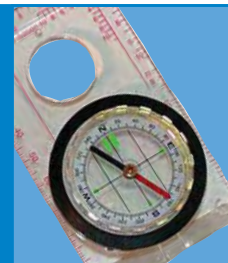
### Why does the link work?

- The Chair of Bury Blue Devils is also a member of the basketball development group, an SSCo and coordinator of the local secondary schools' basketball leagues. This gives him a unique overview of all aspects of the link.
- There is strong support for the link from all involved, including PLTs, SSCos, the PDM, Bury sports development unit, club coaches and secondary school PE teachers.
- Bury Local Education Authority (LEA) and Greater Manchester Sport provide financial support and advice. For example, the LEA waives leisure centre fees for the primary school festival.



# The way forward for orienteering

**The partners:** Cleveland Orienteering Klub; six school sport partnerships in the Tees Valley area



## Action

- The orienteering club gained partnership funding from local authorities, Tees Valley Sport and the British Orienteering Federation to work with schools in this area of deprivation.
- The club formed links with six school sport partnerships and introduced orienteering into their schools. It gained Awards for All funding to cover the cost of commissioning orienteering maps of the schools' grounds and the expenses of unpaid club volunteers who ran the programme.
- The club provided initial coaching and taster sessions in schools (either in a one hour or an after school session).
- Building on this initial training, many teachers went on to develop their pupils' orienteering skills. Some teachers achieved level 1 coaching standard.
- The club set up inter school orienteering competitions in local woods and parks, in addition to its regular programme of local competitions at weekends.

## Impact

- In the academic year 2004/5, the club provided or facilitated 5680 individual experiences of orienteering beyond its usual activities.
- Young people who experienced orienteering through the school-club link joined the club's junior squad. This went on to win the north east junior inter club trophy and compete in the national junior inter club competition.
- The north east regional squad includes two or three young people who have progressed through from the school-club link.
- One sports college has formed its own orienteering club and has adopted the colours of the Cleveland club for its kit.

## Why does the link work?

- A small group of highly committed volunteers is the cornerstone of the link. Without their time and effort, the programme would not be sustainable.
- PDMs and teachers have been enthusiastic about carrying on the programme.
- The support from other partners, in particular the Tees Valley sports development team, the local sports development unit and the governing body, has also been vital.



# Case studies

## Setting the standard for badminton

**The partners:** Ely Victoria Badminton Club; BADMINTON England; Cambridgeshire County Badminton Association; Cambridgeshire County Sports Partnership; Witchford Village College



### Action

- BADMINTON England has developed the Academy School Programme to support schools that commit to building links between school, club and community through the game of badminton.
- Witchford Village College affiliated to the national governing body so that it could apply to become an Academy School.
- After gaining designation, a badminton development officer (funded by BADMINTON England and Witchford) was appointed and based at the school.
- The club established a junior section, which is now entered for local league competition and integrated into senior club activity.
- School club activity consists of four different sessions for

beginners, more developed players, juniors and some seniors, seniors and some invited juniors.

- Pupils have been coached by a national squad coach and met world class players. Some learnt to line judge and referee and were invited to line judge at the All England National Championships.
- The school, regional development manager and badminton development officer are working with the club to help it achieve Silver Club accreditation.

hours activity, the school has embraced Step into Sport and Badminton England's Young Helper Award.

- Club members have more opportunities to play now they are able to use the school's facilities. Some have qualified as coaches.
- Cambridgeshire County Badminton Association has begun to work in partnership with both the club and the school.

### Impact

- Badminton is now an important part of the PE curriculum and school club activity takes place four nights a week. Over 60 pupils play regularly and are aiming to join the senior club.
- To support the additional out of

### Why does the link work?

- BADMINTON England is fully committed to the programme, the school is highly motivated and the local club is keen to expand and get involved with junior players.
- Clear targets and templates are provided to signpost and support activity.

## Finding out more

### DfES publications

The following publications can be ordered through DfES Publications, PO Box 5050, Sherwood Park, Annesley, Nottinghamshire NG15 0DJ. Tel: 0845 60 222 60 Fax: 0845 60 333 60 Email: dfes@prolog.uk.com

#### *Learning through PE and sport:*

An update on the national PE, School Sport and Club Links strategy (document reference: LTPES2)

#### *High quality PE and sport for young people:*

A guide to recognising and achieving high quality PE and sport in schools and clubs (document reference: PE/HQ)

#### *Do you have high quality PE and sport in your school?:*

A guide to self-evaluating and improving the quality of PE and school sport (document reference: PE/HQSE)

#### *Dance links:*

A guide to delivering high quality dance for children and young people (document reference: PE/DL)

*Swimming Charter* (document reference: PE/SC)

### **Youth Sport Trust publication**

*Multi-skill clubs and multi-skill academies information and guidance* (document reference: YST-MSA-02)

Available from [www.youthsporttrust.org](http://www.youthsporttrust.org)

# Bringing tennis to Birmingham

**The partners:** Birmingham City Tennis Club – North; Springfield Tennis Club; Hamstead Hall School & Specialist Sports College; King Edward VI Handsworth; Holyhead High School; local primary schools



## Action

- In response to a lack of tennis in the north west of Birmingham, the city council gained City Tennis Club status. The new club, Birmingham City Tennis Club – North, is trying to attract young people from a deprived area.
- The club is based at four sites and is run by a full-time community sports coach.
- The coach delivers tennis taster sessions in cluster primary and secondary schools. The club also provides mentoring and coach education to teachers and helpers.

- The club is establishing holiday programmes to ensure tennis activity throughout the year.

## Impact

- 38 junior members have signed up to the new club for regular coaching, match play and competition. Many more young people take part in sessions.
- Over 70 juniors took part in a junior tennis festival at Hamstead Hall School and Springfield Tennis Club on the same day, playing tennis for free and learning about tennis in the area.

## Why does the link work?

- The strong link between the tennis club and schools is helping to develop a pathway from school to club.
- Having four club sites gives more young people the opportunity to take part, as travelling even short distances is an issue for many parents and carers.
- The four sites offer excellent facilities – 25 tennis courts (2 floodlit), 4 indoor sports halls, a fitness gym and an AstroTurf floodlit pitch for mini tennis.

## Websites

[www.teachernet.gov.uk/pe](http://www.teachernet.gov.uk/pe)

News and updates on the PESSCL strategy

[www.culture.gov.uk/sport/school\\_sport](http://www.culture.gov.uk/sport/school_sport)

Information from the Department for Culture, Media and Sport on the PESSCL strategy

[www.qca.org.uk/pepp](http://www.qca.org.uk/pepp)

QCA's PESS website, which includes case studies on high quality PE and school sport

[www.sportengland.org/index/get\\_resources/developing\\_sport/clubs.htm](http://www.sportengland.org/index/get_resources/developing_sport/clubs.htm)

Information to help with club development

[www.sportengland.org/index/get\\_resources/resource\\_ul.htm](http://www.sportengland.org/index/get_resources/resource_ul.htm)

Links to national governing bodies' websites

[www.sportengland.org/index/get\\_resources/developing\\_sport/county\\_sports\\_partnerships.htm](http://www.sportengland.org/index/get_resources/developing_sport/county_sports_partnerships.htm)

Information about county sports partnerships

[www.youthsporttrust.org](http://www.youthsporttrust.org)

Includes information on multi-skill clubs

[www.adoptaschool.org.uk](http://www.adoptaschool.org.uk)

Information about making links between schools and leisure centres

[www.runningsports.org](http://www.runningsports.org)

Information about Sport England's education and training programme for volunteers

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