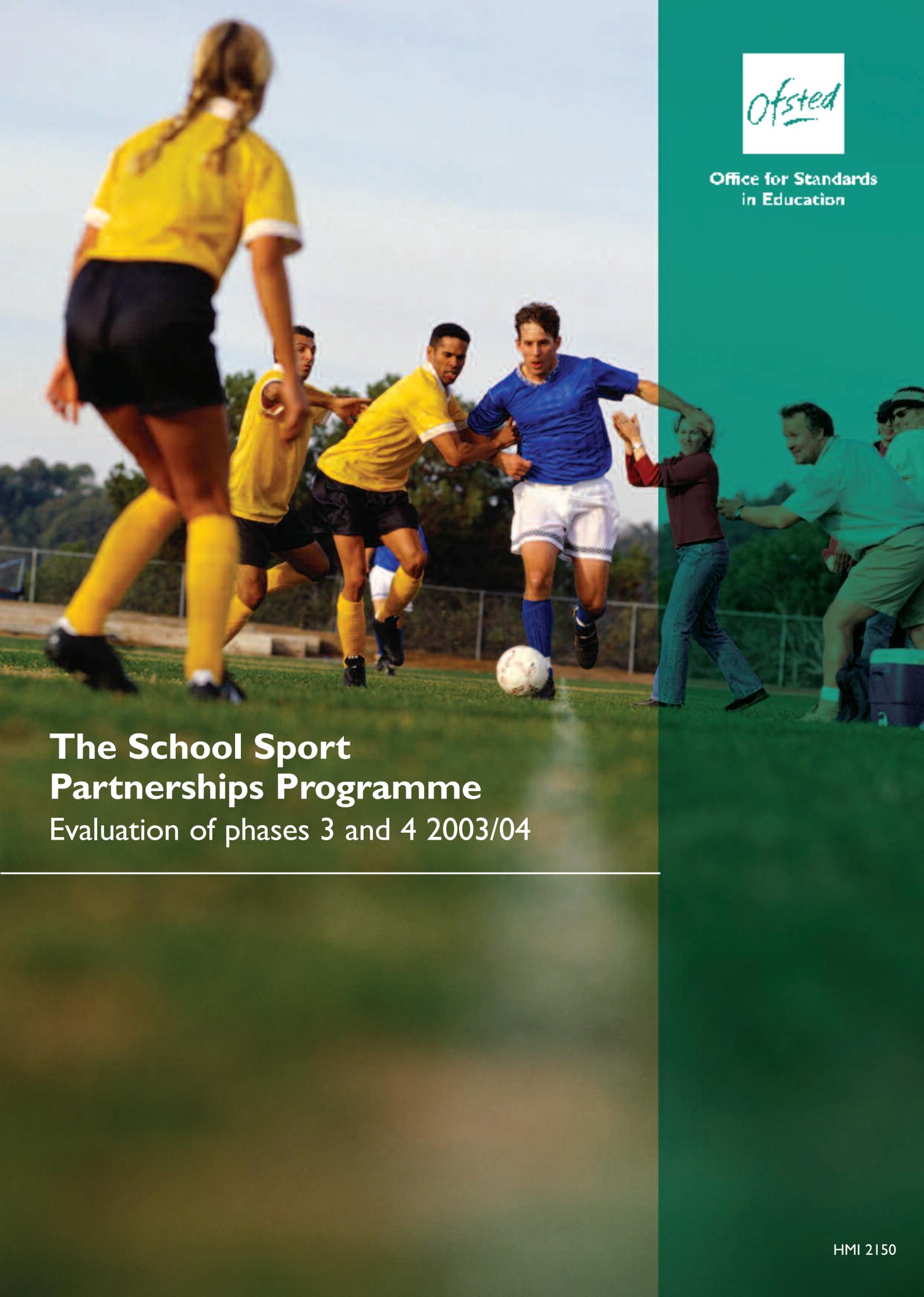




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The background of the cover is a photograph of a soccer game. In the foreground, a female referee in a yellow shirt and black shorts is seen from behind, looking towards the field. In the middle ground, several male players in yellow and blue kits are competing for the ball. In the background, a group of people, including a woman in a red shirt and a man in a white shirt, are watching the game. The scene is set on a grassy field with trees in the distance under a clear sky.

**The School Sport
Partnerships Programme**
Evaluation of phases 3 and 4 2003/04



**Office for Standards
in Education**

The School Sport Partnerships Programme

Evaluation of phases 3 and 4 2003/04

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Introduction

1. The School Sport Partnerships Programme (originally called the School Sport Co-ordinator Programme) was launched in September 2000. It is now one of eight programmes in the national strategy for Physical Education, School Sport and Club Links. The overall objective of the strategy – a Public Service Agreement target held jointly by the Department for Education and Skills (DfES) and the Department for Culture, Media and Sport (DCMS) – is to increase the percentage of 5- to 16-year-old 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. A background to the strategy and programme can be found in annex A of this report.
2. This report continues Ofsted's evaluation of the implementation of the School Sport Partnerships Programme – covering partnerships in phases 3 and 4 of the programme's national roll-out. Each partnership is a family of schools that come together to enhance sports opportunities for all. Partnerships are normally made up of a specialist sports college, four rising to eight secondary schools and around 25 rising to 45 primary or special schools.
3. Each partnership receives an average grant of £270,000 each year. This pays for:
 - a full-time partnership development manager
 - the release of one teacher from each secondary school for two days a week to allow them to take on the role of school sport co-ordinator
 - the release of one teacher from each primary or special school for 12 days a year to allow them to become link teachers
 - specialist link teachers who fill the gaps created by teachers who are released.
4. 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. The partnership programme has six strategic objectives:
 - strategic planning: to develop and implement a PE/sport strategy
 - school liaison: to develop links, particularly between Key Stages 2 and 3
 - out-of-hours: to provide enhanced opportunities for all pupils
 - school to community: to increase participation in community sport

- coaching and leadership: to provide opportunities in leadership, coaching and officiating for senior pupils, teachers and other adults
 - raising standards: to raise standards of pupils' achievement.
5. Between April 2003 and March 2004, Her Majesty's Inspectors (HMI) and additional inspectors evaluated the implementation and impact of the programme in a sample of phase 3 and 4 partnerships involving 34 secondary and special schools and many of their associated primary schools. There were also follow-up visits to four clusters that had been part of the first survey. In gathering the evidence, HMI and additional inspectors held discussions with key personnel including headteachers, partnership development managers, school sport co-ordinators and link teachers. They also observed lessons in PE and after-school sport, and read documentation that included action and development plans and progress reports. The views of pupils were also taken into account.
6. The report aims to:
- evaluate the impact of leadership and management on the implementation of the programme
 - identify the extent to which curriculum development and partnerships have improved provision and contributed towards the Public Service Agreement target
 - evaluate the impact of the programmes on teaching quality
 - assess the extent to which the programme is helping to raise standards and levels of participation
 - identify the features of 'high-quality' and 'good' practice.

Main findings

Leadership and management

- Leadership and management of the programme by partnership development managers, school sport co-ordinators and link teachers are good or better in over half the schools and at least satisfactory in the large majority, an improvement since the previous report.¹
- The infrastructure of management roles and responsibilities is well established, with recognised systems in place for auditing provision and for development and action planning. However, lines of accountability are often unclear.
- An increasing number of partnerships are working closely with the local education authority (LEA) to strengthen regional coherence and collaboration among a range of partners.
- Managers are monitoring the programme more closely. More data is available to record pupil participation rates, uptake of activities, qualifications gained and increases in time allocations. Although schools are starting to consider how they can measure improvements, issues identified in the first report still remain, and their overall monitoring and evaluation of the effect of the programme remain weak. Improvements are needed in evaluation techniques.

School provision and school and community links

- The programme continues to make a positive impact on the overall quality of provision in PE and sport in schools. It is providing a broader range of opportunities and raising the profile of PE and sport within and beyond the curriculum, but not all schools in every partnership are benefiting yet.
- Most schools are committed to securing an entitlement of at least two hours per week of high-quality PE and sport within and beyond the curriculum for 5–16 year olds. The programme is helping to increase the amount of time being spent on PE and sport. However, not all schools have accurate data to show how many pupils are benefiting from the two hours' entitlement and differences often exist within schools across key stages.
- Sports colleges usually offer two hours of PE and sport throughout the school in curriculum time. Most other secondary schools offer a minimum of 100 minutes of curriculum time at Key Stage 3 and between 50 and 120 minutes for all pupils at Key Stage 4. In primary schools the range is between one and two hours, with the majority being nearer two hours.

¹ *The School Sport Co-ordinator Programme: Evaluation of Phases 1 and 2 2001–2003* (HMI 1586), Ofsted, 2003.

Only a minority of schools add accurate data on pupils' involvement in extra-curricular participation to provide the full picture.

- The programme is having beneficial effects on the quality of curricular and extra-curricular provision in PE and sport in all schools. The greatest impact is in primary schools. More generally, progress and priorities are uneven and very much linked to the status of PE in the school.
- Links between schools continue to improve; they are good in over half of the primary schools and just over a quarter of secondary schools visited. This represents an improvement since the previous report. In most schools, several of the wider benefits of cross-phase liaison are yet to be realised.
- All partnerships have plans to increase opportunities for pupils by improving pathways into community clubs. This continues to be the most challenging of targets. Almost two fifths of partnerships have established good or very good links with community clubs.

Quality of teaching

- The overall quality of teaching in PE lessons and extra-curricular activities is good or better in 60% of the sessions and is unsatisfactory in a minority.² This shows a big improvement. Almost 25% of sessions are very good and this is above the national average for PE. If the programme is to meet its commitment to high-quality provision for 75% of pupils, the proportion of good and very good teaching must increase further.
- The quality of teaching in primary schools has shown the greatest improvement, with almost 75% of sessions being good or better and 33% very good. This is above the national average for PE in primary schools. Co-ordinators and specialist teachers working with primary teachers and pupils is a key factor in this improvement.
- The quality of teaching in extra-curricular sessions is good or better in 33% of sessions and unsatisfactory in 20%.
- The use of assessment remains the weakest aspect of teaching. Pupils do not know what standard they are expected to reach by the end of the key stage or in many instances at the end of a lesson or unit of work.

² The term 'teaching' is used to describe teaching, coaching and leading of curricular and extra-curricular PE and school sport sessions linked to the programme.

- Training for mid-day supervisors in purposeful play is a major success of the programme, although the take-up of training for adults other than teachers is not as high as expected, despite the efforts of partnership development managers and school sport co-ordinators.

Standards and participation rates

- There are promising signs of the impact of the programme on raising standards and improving the quality of provision. HMI judged that the programme is having a beneficial effect in the majority of primary schools, with good or very good impact in 40% of those involved in the programmes.
- Pupils demonstrate very positive attitudes. They enjoy and appreciate the additional activities that have been provided within and beyond the curriculum and talk enthusiastically about what they are achieving.
- There is a significant increase in the number of pupils gaining leadership awards at both junior and community level. An increasing number of secondary pupils are developing new skills that enable them to coach, lead and officiate at activities. In some primary schools, pupils are developing basic leadership skills through the playground leaders programme.

Points for action

To build on the improvements and further improve the effectiveness of the programme, those with **national responsibility** for the management of the strategy should:

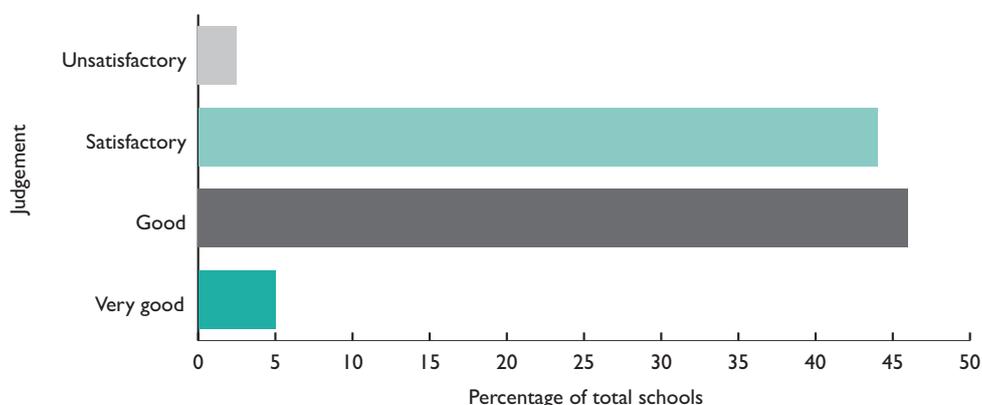
- provide further guidance for all managers and teachers on the collection and analysis of data which will measure the impact of the programme on pupils' achievements
- pay particular attention to continuity and progression at the time of transfer between schools and also, in the case of PE and sport, the links between schools and clubs
- ensure lines of accountability for key managers are clear
- provide clearer guidance to help schools understand the interface between the School Sport Partnership Programme and the Sports College Programme for working with partner schools
- strengthen the extent to which partnerships work with their LEA to improve coherence, quality assurance and the sharing of good practice.

To achieve further improvements **local partnerships** should:

- use baseline data to set development targets that are based more on outcomes, so that the benefit of the programme on pupils, teachers and others can be measured
- ensure headteachers in primary and secondary schools and heads of department in secondary schools fully understand the potential of the programme
- monitor pupils' attainment more closely, moderate assessments and use data to plan future developments
- improve teachers' understanding of assessment strategies so that subsequent targets for individuals and groups are based on sound diagnosis of pupils' needs and an understanding of high-quality PE and school sport
- increase the amount of attention given to improving health and fitness in development plans
- improve the evaluation of teaching and the implementation of strategies that promote high-quality lessons within and beyond the curriculum
- strengthen provision for continuity and progress at the time of transfer from primary to secondary school
- continue to improve pathways for pupils to participate in community clubs and strengthen the links with the existing voluntary school sports associations.

Part I: Programme leadership and management

Chart I – Leadership and management



7. The leadership and management of the programme are good or better in over half of the schools and at least satisfactory in the large majority, an improvement since the previous report (see chart I). The infrastructure of management roles and responsibilities is well established, with recognised systems in place for auditing provision and for development and action planning.
8. Where programmes are well led and managed, key staff have:
 - high levels of commitment to the aims of the programme
 - a detailed understanding of the programme and of PE and sport
 - clearly defined roles and responsibilities
 - strong lines of communication, including newsletters and regular network meetings
 - a collaborative working relationship with headteachers and teachers on a shared agenda
 - a well-focused development/action plan based on a rigorous audit of strengths and weaknesses
 - an understanding of what needs to be done to ensure targets for improvement are achieved, and how progress towards them can be assessed.
9. There is a clear link between high-quality school management and the success of the partnerships. In particular, primary headteachers and heads of PE in secondary schools are crucial in ensuring that the programme is well integrated with the schools' own development plans.

10. In a few partnerships, headteachers in primary and secondary schools and heads of department in secondary schools do not fully understand the potential of the programme. Consequently, the work of the programme is not included in school and subject development plans and some schools are not using their full allocation of staff days for the year, demonstrating a general lack of commitment to the programme. In these circumstances, partnership development managers and school sport co-ordinators are having to work hard to raise awareness of the programme and its relationship to the PE, School Sport and Club Links strategy.
11. The monitoring and evaluation of the impact of the programme remain the weakest aspects of management. Where they are more effective, managers collect data in a number of ways, such as:
 - registers of pupil participation rates at out-of-school hours clubs, festivals and other activities, showing a breakdown for boys and girls
 - registers of teachers' and adults other than teachers' attendance at in-service courses
 - questionnaires collecting teachers' levels of satisfaction with training courses and teaching support
 - pupils' feedback on their work with a specialist teacher
 - survey of pupils' attitudes towards participation in, and enjoyment of, school sport
 - communications confirming the views of teachers and parents on the success of different initiatives and events
 - systematic feedback from headteachers to partnership development managers and LEA advisers
 - portfolios of photographic evidence of events or pupils' performances
 - end-of-year reviews.
12. These examples illustrate that managers are starting to consider how they can demonstrate improvement in quantitative terms. However, there is very limited hard evidence of what has been achieved in improving pupils' skills, knowledge or understanding of the contribution of PE and sport to improvement in other areas of the curriculum. When data are collected it is not always evident how they are being used to shape the future of the programme.

13. In a few of the most effective partnerships, managers are giving more careful consideration to how data can be collected and used to evaluate the quality of the programme. This often involves evaluation that:
 - refers back to the original objectives, measuring progress against targets
 - ensures that baseline assessments of pupils embarking on a new course are made and recorded
 - judges the quality of teaching and learning in lessons and out-of-hours sessions.

14. In one partnership, for example, the deputy headteacher in the middle school collected some baseline information on pupils' standards in Year 5. Following implementation of some of the school sport co-ordinator's plans she then re-tested pupils and found clear evidence of improved attainment. Although the deputy headteacher was unable to attribute the improvements directly to the programme, she was convinced that it was a major factor. Such an approach to measuring improvement remains rare.

15. Weaknesses in the evaluation of the programme are often associated with the reluctance of primary class teachers to assess pupils' work in PE and sport. Tensions often revolve around teachers' workload and a view that 'we don't have to assess PE'. This demonstrates a lack of understanding of the role that assessment can and should play in teaching and learning in PE. Also, without data to measure the difference that new activities are having on pupils' achievements or the quality of provision, it becomes impossible to judge if they are having the desired impact. Support for effective evaluation of the project is much needed.

Programme staffing

16. Headteachers report that the recruitment of key staff for the programme has improved. This is because schools are reducing the need for back-up arrangements which often disrupted core provision. Successful strategies include: appointing a school sport co-ordinator additional to the PE department; employing a full-time development manager and two full-time school sport co-ordinators; and appointing a specialist link teacher to cover the release of a school sport co-ordinator. Schools are making sensible adjustments to match the school type and phase and in some instances this is helping to spread resources still further. However, this has sometimes conflicted with the national model. In some partnerships, staff have reported pressures to conform to a national model which is not best suited to meet the local circumstances or regional plan, and where greater flexibility would be beneficial.

17. The qualifications of key staff in most cases match the requirements of the job. However, many school sport co-ordinators are not experienced in working with the wider age groups and have needed additional training to give them a better insight into the primary curriculum and the way that primary schools operate. The dual roles of some teachers also working as partnership development managers and school sport co-ordinators are making performance and line management complex and accountability unclear. Sometimes this is due to changes in central management or because the community plan for the sports college and the school sport co-ordinator programme overlap.
18. Staff retention and frequent turnover of link teachers and school sport co-ordinators continue to be problems in some partnerships and this inhibits the momentum and continuity of the programme. For example, one cluster had replaced its school sport co-ordinator and a new development manager, resulting in new audits and a new development plan. Conversely, some partnerships originally visited as part of the initial evaluation of phases 1 and 2 have appointed new staff who have added rigour to the management and leadership.
19. The national model for funding release time and the appointment of school sport co-ordinators and link teachers is difficult to apply in all situations. For example, LEAs operating a three-tier system covering the age groups between 4 and 18 have to make difficult choices about the deployment of school sport co-ordinators and link teachers across middle and secondary schools. In other LEAs, the national guidance for distributing the same resources to schools irrespective of their size raises the issue of equity.
20. Many school sport co-ordinators and partnership development managers have successfully brought additional monies into the partnership from links with other agencies. For example, in one rural area the Countryside Agency has provided funding for transport of first-school pupils to the secondary school for specialist teaching. In another partnership, money was made available through the Health Action Zone for transporting weak swimmers from a group of primary schools to an out-of-hours club held at the local secondary school pool.
21. The most effective programme managers are working closely with LEA consultants, sports development officers or staff managing other initiatives such as Excellence in Cities, Education and/or Sport/Health Action Zones, and Arts Development, ensuring the agenda for development supports regional priorities. For example, in one area:

...strategic leadership and management by the LEA ensured all schools are included in the programme roll-out. The LEA has a database of its city schools' sports standards and resources and a sports strategy which includes the school sport co-ordinator programme. It also co-ordinates an out-of-hours learning programme, New Opportunities Fund (NOF) bids for PE and sport, and an active sport programme. Clusters of schools have been selected to include the development of specialist sports colleges and the inclusion of different types of school in different geographical locations. The LEA has chosen to modify the national model of school sport co-ordinator, with a school sport co-ordinator working across three families of schools, supported by a secondary link teacher. This model looks neat, with capacity building in each subsequent year. There is a clear overall plan for strategic development of PE and school sport across the LEA which brings in all existing organisations.

Part 2: School provision and partnerships

The PE curriculum and extra-curricular activities

22. Schools in the programme are committed to securing an entitlement of at least two hours per week high-quality PE and sport within and beyond the curriculum for 5–16 year olds. Despite pressure on the school curriculum, there is evidence to show that the programme is helping to increase the amount of time being spent on PE and sport as schools move towards this target. However, not all schools have accurate data to show how many pupils are benefiting from the two hours' entitlement and differences often exist within schools across key stages.
23. Sports colleges usually offer two hours of PE and sport throughout the school in curriculum time. Most other secondary schools offer a minimum of 100 minutes of curriculum time at Key Stage 3 and between 50 and 120 minutes for all pupils at Key Stage 4. Of these, a significant minority of schools are offering two hours of curriculum time for Key Stage 3 and one hour at Key Stage 4. In primary schools the range is between one and two hours, with the majority being nearer two hours. Only a minority of schools add accurate data on pupils' involvement in extra-curricular participation to provide the full picture.
24. HMI collected evidence on how the programme was helping to improve the quality and range of the PE curriculum and extra-curricular PE and sport opportunities available to pupils (see charts 2a, 2b, 3a and 3b). Its impact is good or very good in a third of schools, and more pronounced in primary than in secondary schools. HMI collected evidence on how the programme was helping to improve the opportunities available to pupils. The range of activities available within the curriculum is widening and many school sport co-ordinators are working towards a more consistent and balanced programme for all pupils across a family of schools. However, within this generally positive picture, progress and priorities are uneven and very much linked to the status of PE in the school.

Chart 2a – Improvements in curricular opportunities

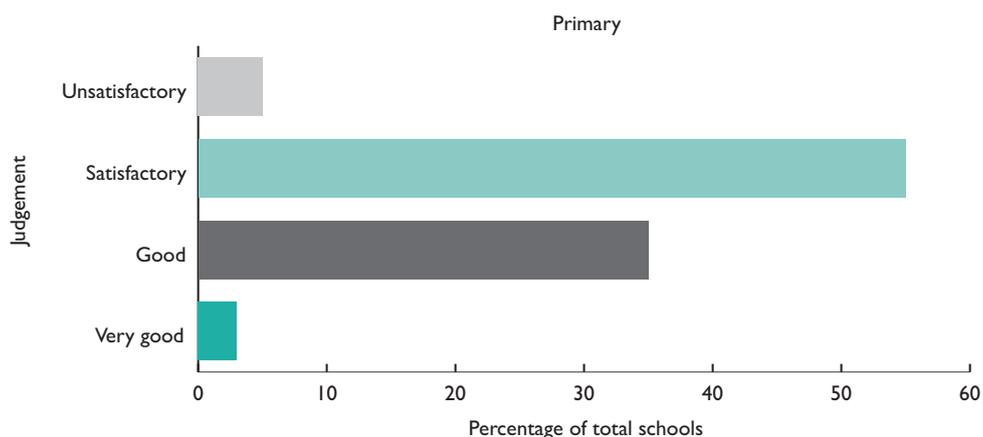


Chart 2b – Improvements in curricular opportunities

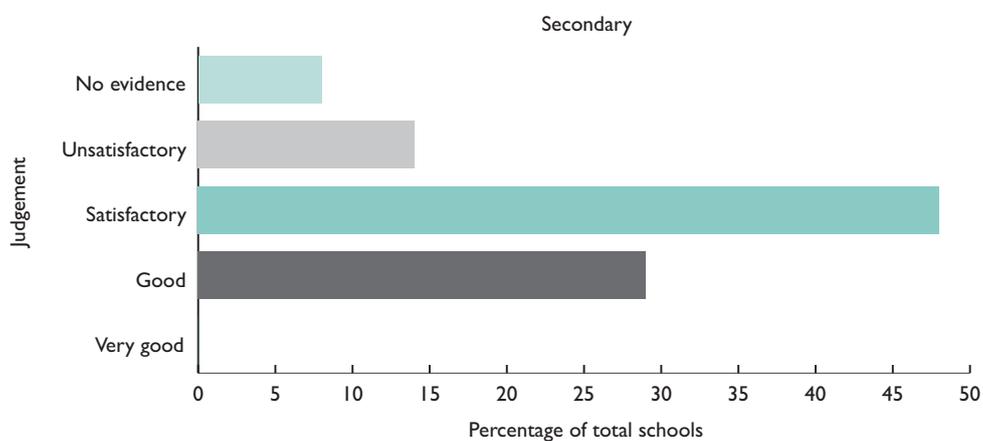


Chart 3a – Improvements in extra-curricular opportunities

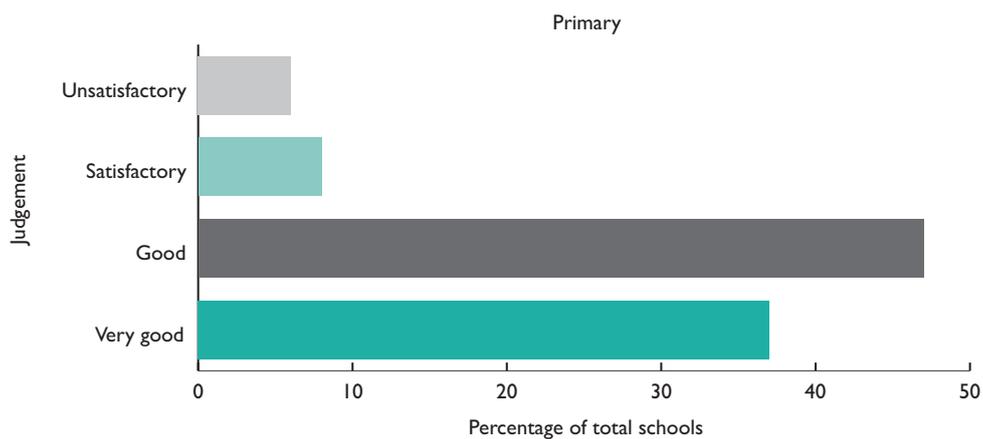
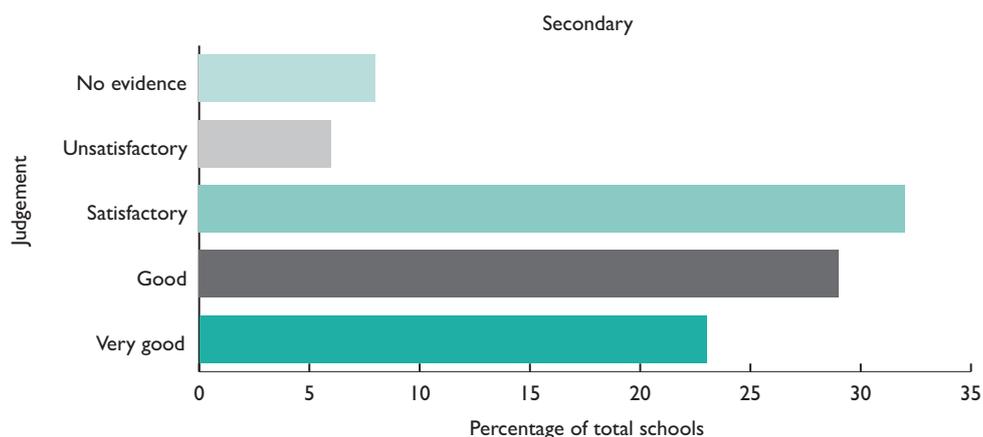


Chart 3b – Improvements in extra-curricular opportunities

25. In the best partnerships, school sport co-ordinators and the partnership development manager plan for and manage a differentiated approach effectively that best suits the needs of their schools. For example, in one partnership, one family of schools is working hard as a group to reshape provision and plan the curriculum centrally so that all first schools deliver a similar programme with experiences that can be built upon in the middle schools. Schools in some programmes enhance their basic curriculum in order to take advantage of local opportunities, such as sports festivals, as in this example:

Tag rugby was introduced last summer in preparation for the rugby festival and has proved to be very popular and successful. Children have been very enthusiastic. Pupils benefited from excellent coaching from local rugby coaches and a few of the children attended the local rugby club. The training has continued with the support of an enthusiastic parent. Children seem to enjoy this more than the football and the schools are expecting to involve more year groups in the future.

26. An important feature of the programme is that it encourages schools to address inclusion by improving the access of all pupils to new curricular and extra-curricular activities that suit their varying needs. Programmes have addressed this in many ways:
- provision of a greater breadth and balance of curricular opportunities: for example, in secondary schools, aqua aerobics, trampolining, table tennis, yoga, dance; and in primary schools, dance, swimming, gymnastics and selected games such as tag rugby and volleyball
 - more curriculum time for PE and sport
 - workshops and clubs for targeted groups of pupils, for example judo for disaffected boys, with links to the local judo club

- leadership, coaching and officiating opportunities for senior pupils
- breakfast clubs encouraging an active start to the school day
- a wider range of extra-curricular opportunities offered to Key Stage 1 and 2 pupils; some of these are provided by adults other than teachers such as Key Stage 1 gymnastics, others by local sports clubs linked to the programme, for example rugby league, football, cricket, basketball, martial arts and tennis. Some clubs, run by teachers, offer activities such as dance and orienteering
- sport festivals and tournaments, some new to schools, others supplementing established programmes
- structured play programmes engaging pupils in more physical activity
- specific opportunities for gifted and talented Year 5 and 6 pupils.

It was clear from schools that these benefits are a result of a range of actions:

- primary schools extending the school day to fit in extra activities
 - PE re-introduced into the morning timetable following a period when this time was typically used only for literacy and numeracy in primary schools
 - single-sex teaching groups
 - applying for awards such as Activemark/Sportsmark – schools find the auditing process a useful tool for deciding an agenda for improvement
 - recruiting adults other than teachers and lunchtime and classroom assistants to work beyond the end of the normal school day on the out-of-hours programme.
27. Special schools engaging in the programme are also offering pupils wider opportunities. For example, 'Breakthrough' festivals offer a number of sporting opportunities for young people with physical disabilities, and specialist teaching in gymnastics and dance is challenging pupils more.
28. Despite these many new opportunities, the access of different groups remains a concern. For example, provision for gifted and talented pupils remains patchy and is not a strong feature in development plans. While identification of such pupils remains a low priority in the majority of primary schools, some good practice is emerging:

The school sport co-ordinator has a register of primary pupils with very good physical co-ordination, agility, athleticism and hand-eye co-ordination. These pupils follow a six-week programme of activities focused on speed, agility and quickness. There is good liaison with parents who are provided with an information booklet on how they can support their children to extend their particular talents in local clubs/associations.

29. Primary schools are also increasingly becoming involved in the multi-skills camps being operated on secondary school sites, usually initiated by the sports colleges. In most secondary schools, links have been established with local clubs to provide additional challenge for talented pupils.

Schools working in partnership with other schools and community clubs

Chart 4a – Links between cluster schools

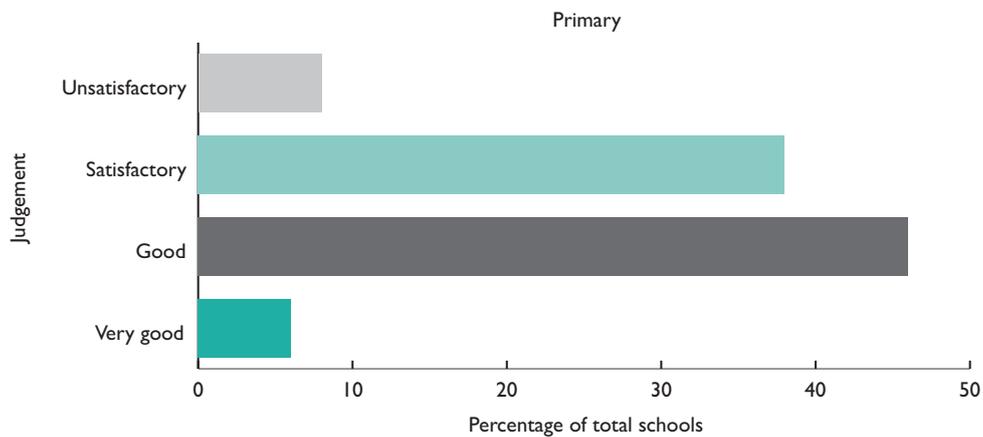
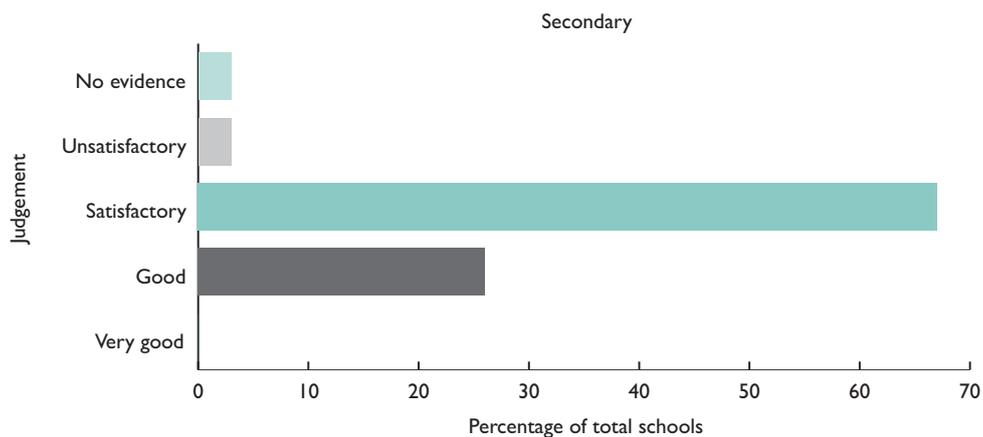
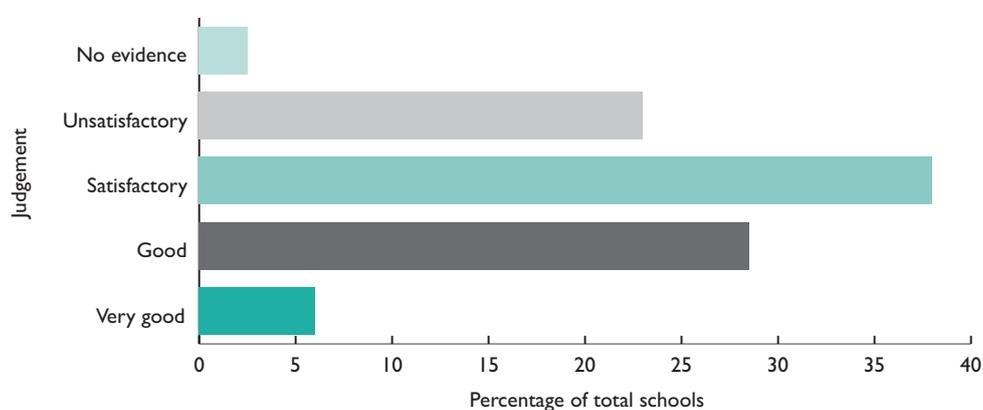


Chart 4b – Links between cluster schools



30. The programme continues to strengthen the links between schools. Primary schools are increasingly meeting in family clusters to discuss the programme, share good practice and plan events such as festivals and tournaments. Links are good in over half of the schools visited (see chart 4a), an improvement since the last report. These schools are at various stages of introducing a shared scheme of work, sharing resources and expertise. However, the benefits of cross-phase liaison have yet to be fully realised as pressures on link teachers limit the time available for dissemination and discussion of good practice to other class teachers.
31. The programme is encouraging primary and secondary schools to give greater consideration to managing the transition between school years and transfer between schools as important milestones in continuity and progression for pupils. Where links are most effective, PE is providing a lead for all subjects in removing barriers to learning as primary pupils visit secondary schools, 'bridging units' of work emerge and 'paired' teaching of lessons occurs. However, the lack of a shared assessment process and transfer record and of common teaching approaches and delivery styles usually prevent pupils from experiencing seamless progression when transferring from one school to another.
32. School sport co-ordinators meet regularly and liaison between secondary schools is improving, albeit at a slower rate than that for primary schools. It is good in just over a quarter of the schools visited (see chart 4b).
33. All partnerships have plans to increase opportunities for pupils by improving pathways into community clubs. This continues to be the most challenging target. Just over a third of partnerships have established good or very good links with community clubs (see chart 5). However, there are sharp differences between partnerships, with good progress made in some and a disappointing uptake in others.

Chart 5 – Links with community

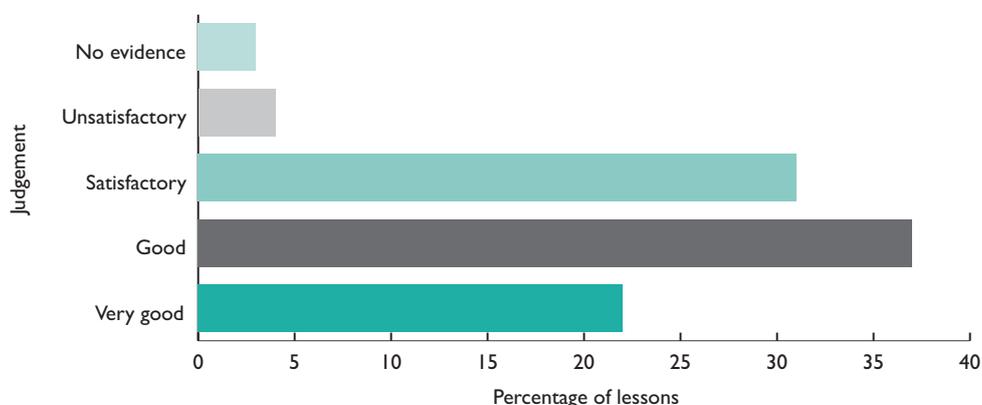


The benefits of improving school and community club links include:

- a calendar of events for all pupils, teachers and adults other than teachers in a region
 - stronger communication between partnership development managers and sports development officers
 - improved communication and liaison between specific clubs, for example karate, football or dance; school sport co-ordinators are guiding this work
 - clubs are more willing to build on inter-school events such as a judo festival offering introductory sessions at the local judo club
 - closer liaison with the LEA enabling complementary provision, such as the LEA mobile skateboard tube being available to schools considering setting up skateboard clubs
 - a directory of coaches with all those listed screened for suitability for working with children
 - collaborative use of funding: for example Active Sport to start coaching programmes in netball, basketball and cricket which is then sustained with NOF funding.
34. Some partnerships are benefiting from strong LEA support and where there is an existing regional or LEA plan, it has facilitated networking and bringing together of various partners. In some instances, support has been available to identify and follow up specific areas for development with training and advice.
35. Where links with the community are very good, there is a good match in the partnership between clubs expanding on the school site and those increasingly attracting pupils to their own facilities elsewhere. Clubs are increasingly considering how they make provision for junior members. In contrast, where links are unsatisfactory, schools offer little more than links with traditional local providers, such as rugby, football and cricket clubs which were in place before the school sport co-ordinator programme started.

Part 3: The quality of teaching

Chart 6 – Teaching



36. The overall quality of teaching in PE lessons and extra-curricular activities is good or better in 60% of sessions and is unsatisfactory in a minority (see chart 6). This shows a big improvement since the time of the first report. Almost 25% of sessions are very good and this is above the national average for PE.

Teaching in primary schools

37. The quality of teaching in primary schools has shown the greatest improvement, with almost 75% of sessions good or better and 33% very good. This is above the national average for PE in primary schools. Co-ordinators and specialist teachers working with primary teachers and pupils is a key factor contributing to this improvement. The following example demonstrates the characteristics of very good teaching.

The class teacher gives precise information as to where to deliver the ball to ensure the volley is possible. Pupils' attempts show varying levels of success but everyone is challenged by a task that is appropriate to their needs and good progress is made. The teacher uses the time well and there is a good balance between talking, demonstrating and time for practice. The teacher's good management and control ensure both time for practice and for the revision of previous knowledge. She uses praise judiciously and is quick to point out a small group who are not performing the task to the required standard. The teacher's high expectations result in above-average attainment. The whole class knows the difference between a 'dig' and a 'volley' and they know where to position their hands to deliver the ball accurately. Technical language is used well and above the normal expectation for this age. Despite being a difficult skill, 70% have mastered the basic technique and by moving backward and forward to adjust to the throw they can deliver the ball back with reasonable accuracy. A slightly higher percentage show similar accuracy

when doing an overhead serve and everyone is able to serve the ball over a net placed at 1.5 metres. The teams understand court circulation and know they can only count points when serving. Overall, the majority perform at a level which is well above the expectation for this age. Tactics are being developed and shared among players to try to outwit their opponents.

38. Many pupils in primary schools are benefiting from greater access to specialist teaching and accommodation in local secondary schools. For example, Years 2, 3 and 4 pupils in two feeder first schools travelled by coach to a secondary school to take advantage of specialist teaching of dance and gymnastics. Pupils had exclusive use of a new sports hall and experienced high-quality teaching from a specialist who had recently trained in gymnastics:

The teacher is very good at breaking down the skill of rolling into very small steps to ensure the correct progression in tasks. All the children are kept involved and there is good balance between talking, observing good practice and repetition of the skills. The children are first helped to understand the basic concept of 'roundness' and why they are required to practise smaller parts of the skill. They take pleasure in the rapid progress that they make, starting with a rocking exercise on their backs, enabling them to stand on their feet without the use of their hands to push up. Pupils respond well to the teacher and the work is challenging. They learn quickly from demonstrations that draw out particular teaching points that help them to achieve more feeling in their movement. Further attempts enable them to refine their skills. The hard-earned success adds to their enjoyment.

Despite pupils' access to high-quality teaching, concerns remain about the time spent travelling between schools and the length of two consecutive lessons for younger pupils.

39. The improved subject knowledge and growing confidence of link teachers and class teachers is a clear benefit emerging from the programme. This is because they have attended national and local training courses and received the support of co-ordinators and specialist teachers. Where this support is very good, teachers agree the aspects of teaching to be developed and these are demonstrated by the school sport co-ordinator or specialist teacher, who subsequently observes the teacher modelling the methods in a different lesson.
40. The support offered to link teachers increasingly involves the sharing of schemes of work and lesson plans. In most cases this is helping teachers to improve the structure of their lessons, raise their expectations and increase the pace of learning. However, without accompanying support

or training for teachers, lesson plans alone can be problematic and even dangerous, as in the following examples:

An enthusiastic teacher, keen to use her newly acquired knowledge about netball, provided too wide a range of activities within one lesson. Consequently, the desire to reinforce knowledge of rules, ball-handling skills, footwork and shooting resulted in a lesson without learning focus and with little or no application to the differing needs of the pupils.

A Year 4 teacher was using lesson plans that had been drawn up by the school sport co-ordinator partnership to improve the teaching of skills in gymnastics. However, the teacher did not have the knowledge or understanding of how to match the tasks safely to the varying ability groups within the class. Consequently, backward rolls were being attempted on and off the apparatus without any previous experience of rocking or rolling. This could have resulted in a serious accident.

Teaching in secondary schools

41. In secondary schools, teaching was good or better in 40% of sessions. It was very good in 18% of sessions. This lesson demonstrates the characteristics of very good teaching.

In a Year 9 games lesson, the teacher sets clear objectives, to improve technique on two overhead badminton shots and to be able to use them in a simplified version of the game. Excellent use is made of ICT to break down the overhead action in the 'clear' shot. The drawing facility is used to identify on a picture where the shuttle should be struck in order to direct its pathway upwards. Pupils immediately take the knowledge gained from observation of photographs and a video clip to the practical game situation, where they attempt what has just been explained. Three main teaching points are summarised on a task slide for everyone to refer to while they are playing. During the time for practice the teacher moves round identifying difficulties and questioning pupils about what they need to do to improve technique. The class then return to watch the video clip again. Through focused questioning they identify where the shuttle is being played and identify strengths in the technique observed. The class then move into a game that requires each person to clear the shuttle overhead. Scoring three points for directing the shuttle correctly adds to further challenge because it introduces the tactic of bringing an opponent into the net before making the shot. In a short plenary the teacher uses two displayed photographs to question the class on similarities and differences between a 'smash' and 'clear' shot. The teacher's attention to detail, secure subject knowledge, challenging questions and awareness of the potential of the visual image all contribute to the very good progress achieved during the lesson.

42. In weaker lessons, teachers' feedback often lacks direction and does not help pupils improve their work sufficiently. Some lessons make too little physical demand on pupils and content is not well matched to their abilities. Consequently, some pupils struggle with the tasks while others are bored. There is still scope in many schools for higher expectations and greater emphasis on learning by all pupils.

Teaching in extra-curricular sessions

43. The quality of teaching in extra-curricular sessions is good or better in a third of sessions. In a fifth of sessions, teaching is unsatisfactory. When teaching is very good, achievement is high and the pupils' learning often takes them beyond that which is expected.

The after-school Learn to Swim club brings some Year 6 pupils from the five different primary schools together. The club is available to those children who have not reached the required National Curriculum standard. Funding from the Healthy Action Zone helps towards transport and tuition costs. The teaching is very good...The swimming teacher makes each task clear and encourages the pupils to think for themselves. 'Can you make me a floating shape on the water?' The teacher picks out a good example, says why it is good and explains why this position would be difficult to hold. She then encourages the others to try to copy it and they try this with some success. The teacher questions the children by asking them to describe what they see. When one pupil struggles she provides suggestions that help towards the answer. Tasks are well directed to individual weaknesses and those that need the support of floats are given them. The teacher uses praise judiciously and regularly repeats the instructions to ensure everyone understands. High achievers are moved on to the full front crawl technique, refining the control and fluency of the full action. The lesson is conducted at good pace and the class make good progress, some moving beyond the work planned. In the course of the lesson, body position when floating improves and there is similar progress in front crawl leg kick technique. The achievement of pupils is high.

44. Unsatisfactory sessions are often characterised by an overemphasis on managing pupils and resources without sufficient focus on learning activities matched to pupils' needs and capabilities.
45. Purposeful play training for mid-day supervisors is the major success of the programme. For example, in one family of schools 60 mid-day supervisors were trained to lead/manage a play programme at lunchtimes. Headteachers and class teachers reported marked differences in pupils' behaviour with fewer incidences of misbehaviour. This has encouraged schools to fund equipment to support play activities. In another school, pupils were supervised and organised by four mid-day assistants:

...one mid-day supervisor had special responsibility for managing and organising the activities although all of them have received some training in how to help run the programme. They ensure that everyone that wishes to get involved can do so and that there is sufficient space for safe participation. Activities take place in different 'zones' of the yard and the supervisors spread themselves between them. A large trolley contains a variety of outdoor equipment that supports the variety of games. Many of the ideas have been adopted or adapted from guidance on the 'Active Playgrounds' pack.

46. The programme is also providing training for adults other than teachers, although the take-up is not as high as expected, despite the efforts of partnership development managers and school sport co-ordinators. For example, in one partnership a letter was sent to all the parents of pupils in the family schools seeking their support as sports leaders and volunteers. Sixty responses led to a small take-up for training courses in gymnastics and playground games. Although this proved successful for a small number of adults other than teachers, there were too few to have a major impact on the proposed programme. Consequently, the school sport co-ordinator and partnership development managers led some activities where adults other than teachers or coaches were not recruited. In another family of schools, a link teacher reported parents accessing many courses including football and orienteering but this did not lead them on to running extra-curricular activities.
47. The quality of pupils' work is closely linked to the quality of teaching. If the programme is to contribute to achieving the Public Service Agreement commitment to high-quality provision for 75% of pupils, the proportion of good and very good teaching must increase further. Some partnership development managers and school sport co-ordinators monitor sessions taken by coaches but not generally those of link teachers or teachers in partner schools. At present, too little attention is paid to evaluating the quality of pupils' experiences and developing teachers' and coaches understanding of the characteristics of high quality. The recently published guidance on recognising and achieving high-quality PE and sport in schools and clubs supports the National Curriculum and the Ofsted inspection framework (2003) in helping teachers develop their judgements.

Assessment of pupils' progress

48. In primary schools, the main general weakness in teaching is the lack of systematic subject assessment and, consequently, pupils do not know what standard they are expected to reach by the end of the key stage or, in many instances, by the end of a lesson or unit of work. One school sport co-ordinator has introduced a simple planning sheet on which teachers note pupils' achievement against key objectives at the end

of lessons. This is helping the whole group of link teachers to appreciate the importance of using assessment to modify lessons according to the pupils' needs. Such practice remains rare.

49. A minority of schools is also using a common assessment across schools. However, schools continue to find it difficult to measure standards and improvement against the National Curriculum levels. This is because they find it difficult to interpret the level descriptions setting out the knowledge, skills and understanding that pupils are expected to have by the end of each key stage. Consequently, schools often plan the curriculum using the areas of activity to ensure a breadth of study paying less attention to the four aspects of the programme of study. This is a weakness across schools generally. Common assessment is therefore more effective for ensuring National Curriculum requirements are covered, but at this stage there is no moderation of standards and there is inconsistency in the use of levels.
50. In one primary school, the headteacher is recording pupils' responses to the more structured play available as a result of the programme.

The children have their own booklets for recording their performance. For example, one page contains a table for entering consecutive skips. They use these to set new targets and are challenged to improve on their previous best. Some pupils have designed their own award certificates at home for hop-scotch and skipping. The activities are changed from time to time to increase variety and interest and to add further challenge.

51. Although many secondary schools have elaborate systems of recording pupils' attainment against the National Curriculum levels, too few make use of the data to plan future learning. The programme is encouraging schools to establish baseline data at the time of transfer from one school to another.
52. The tracking of pupils across age groups is starting to develop and this will be helpful in showing the impact on standards as the programme unfolds.

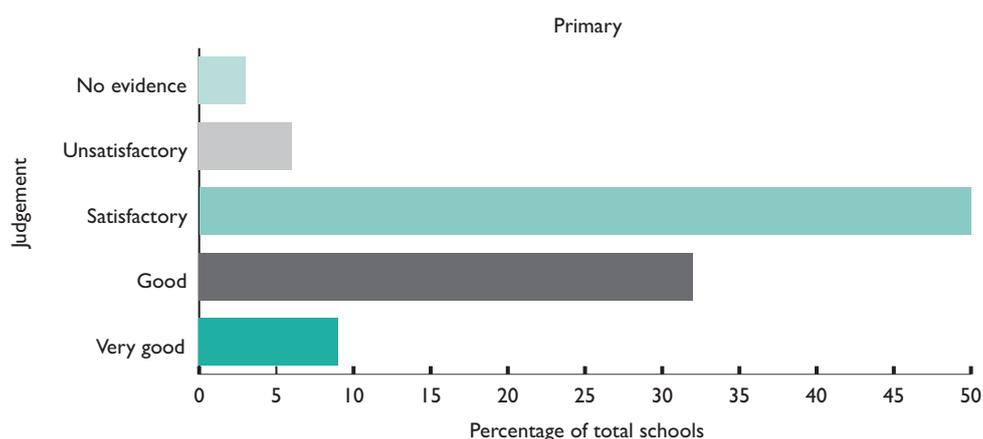
A start has also been made on work in assessment using pupil-friendly language to describe in simple statements what they can and cannot do. The teacher is putting the descriptors onto cards so that secondary pupils can come to a better understanding of what they are aiming for and to help them to understand the progress they are making. At the moment they focus mostly on skill acquisition rather than all four aspects of the National Curriculum. The teacher appreciates this and is already looking to make changes.

Part 4: Standards and participation rates

Pupils' achievement in sports programmes

53. As there is no reliable baseline data against which pupils' attainment can be measured, improvements in standards can only be tracked through the qualitative judgements of either teachers involved in the project or inspectors. From these sources, there are promising signs that the programme is raising standards, most notably those of primary pupils.
54. Headteachers, partnership development managers, school sport co-ordinators, and link teachers offer examples of improving standards in pupils' performing skills and their ability to adapt them in different situations, particularly in areas where they have previously had limited opportunities. This example reflects the progress made in one primary school:
- As a result of more structured opportunities to play at lunchtimes, pupils who were unable to skip a year ago now show consistent and continuous performance using double ropes. Pupils explained how the thin skipping ropes could be turned quickly so it was easier to obtain a higher score.*
55. HMI judged that the programme is having a beneficial effect in the majority of primary schools, with good or very good impact in 40% of those involved in the programmes (see chart 7a).

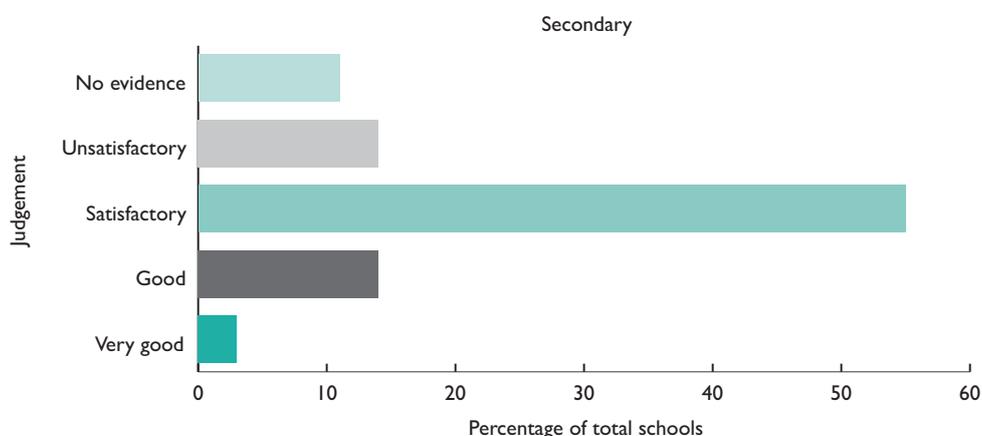
Chart 7a – Impact on standards



56. The greater impact of the programme in primary schools is associated with the concentration of the efforts of school sport co-ordinators in this phase. Standards of pupils' performance are improving, particularly in areas targeted by the programme.

57. For example, 70% of pupils in a Year 3 dance lesson showed levels of attainment above the expectation for their age. They used technical language to identify and describe movement in relation to action, spatial elements and dynamic qualities. They were able to select and demonstrate appropriate activities that show the artistic intention of their composition. Pupils recognised how much they have gained but also that there is much more to be achieved. In a Year 4 lesson in gymnastics, 80% of the pupils demonstrated rolling skills above the expectation for their age: their skills had been acquired as a consequence of a non-specialist teacher using a new scheme of work introduced by the school sport co-ordinator for the 'family' of schools. In another school, standards of swimming improved following the introduction of targeted provision for Year 6 pupils.
58. At the time of the visits, few secondary schools other than sports colleges were involved in the PE, School Sport and Club Links strategy. Consequently, the impact of the strategy on the quality of pupils' standards in secondary schools is more limited and was judged to be good or better in fewer than one school in five, and unsatisfactory in one in seven (see chart 7b). The Professional Development Programme for all schools is expected to give added impetus to the strategy's impact in secondary schools.

Chart 7b – Impact on standards



59. As in primary schools, the lack of accurate data makes it difficult to track pupils' progress and the impact of the programme on attainment. Some school sport co-ordinators offer anecdotal evidence of teachers of Year 7 having to adjust the curriculum to suit the higher skill levels of pupils. For example, one head of department reported that some pupils entering the school in Year 7 who had played tag rugby in Years 5 and 6 were demonstrating higher skill than those expected of Years 7 and 8 in the past, and this caused teachers to raise the level of demand.

60. Many more pupils are gaining leadership awards and developing a wider range of coaching and officiating skills through National Governing Body Awards. The following example is typical of the opportunities afforded by the programme for the development of leadership skills.

Pupils from five primary schools are brought together each half term for a festival at the secondary school site. On each occasion a different sport is selected. Pupils from the leadership programme in the secondary school gain practical experience through officiating and helping to organise the events. They take full responsibility for planning the rota of play and time keeping as well as acting as team managers looking after specific school teams. Pupils who are training for their referee awards control the football tournament.

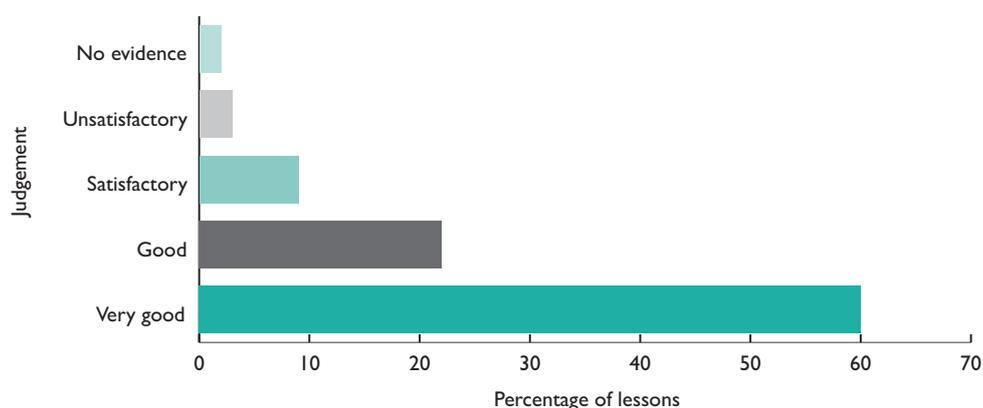
Pupils in special schools are also achieving more as a direct result of new opportunities linked with the programme.

In an after-school safe cycling club, pupils from two special schools are making good progress towards their individual targets. Useful targets include 'to look behind, give a hand signal and then make a turn to the left' and to ride around a marked-out roundabout. One child experiencing difficulty in balance is set a target of freewheeling unassisted, first over five metres and then at increasing but attainable distances, with success recorded in a clip file. Clearly this work in an extra-curricular setting enriches the main physical activity programme in school. The pupils' newly acquired skills were put to good use when some took part in a cycle ride over 11 miles along the Manifold Valley cycle path. Pupils' achievement was very high.

Behaviour and participation rates

61. As shown in chart 8, pupils' attitudes towards PE and school sport and their behaviour in lessons are overwhelmingly positive. In secondary schools, the picture is more variable with unsatisfactory attitudes and behaviour in one lesson in ten, mostly at Key Stage 3 and usually linked with weak teaching. Few schools analyse the data they collect on pupils who are excused from participating in PE.

Chart 8 – Pupils’ attitudes and behaviour



62. Some schools have developed reward systems to encourage better attendance, behaviour, attitudes and response in lessons, as in this example.

In one secondary school, pupils who show consistent commitment are rewarded with a commendation as part of the ‘Super Stars’ award scheme. Pupils commended have a letter sent to parents praising their achievements. Similar reward schemes operate in partner middle schools. The school sport co-ordinator reports 230 commendations written since the School Sport Co-ordinator Programme began. The rewards scheme culminates in weekend residential courses for ten pupils from the family of schools in which outdoor education activities are organised. A good photographic record of the scheme is provided in the schools’ evaluation materials.

63. The programme continues to improve the range of activities available for pupils and this, in turn, is helping to increase participation rates in extra-curricular clubs.
64. The number of schools keeping registers of extra-curricular take-up has increased to three fifths. In the best practice, schools are using the data from these registers to monitor improvements in attendance, and to determine which groups are benefiting and which groups need to be targeted in future planning.

In one secondary school, the audit showed 9.1% of the school population, 85 boys and 15 girls, attending out-of-hours clubs. Action was taken that increased the take-up to 15.5% of the school population, including 164 girls.

In another cluster, the school sport co-ordinator and link teachers identified which pupils were not involved in out-of-hours clubs and asked their views on what they would like to do. As a result, new clubs were set up including dance and yoga for disaffected boys who were not motivated by football and aqua aerobics and football for girls.

65. Some partnerships are beginning to tackle concerns about pupils' levels of fitness by offering daily 'huff and puff' activity sessions before the start of school, sometimes linked to their policy for healthy living. Such sessions are of worth, but often the opportunity is lost to use them to develop pupils' knowledge and understanding of health, personal levels of discipline, fitness and skilfulness. This example shows how such opportunities can be exploited to the full:

A karate class for 5- to 16-year-old pupils is led by a member of the Sikh community who is a martial arts black belt and a community karate coach. The pupils respond well to the high expectations for personal discipline and the strong emphasis on fitness, strength, speed, suppleness and agility. They know the meditational sayings that are the basis for this club's philosophy. Older pupils provide good support for new members, helping them with the warm-up activities. Pupils work well together practising their moves for the next assessment. The skill level of some of the older pupils is very good. Pupils practise hard and are entirely focused on their performance. The quality of response and behaviour overall is very good.

66. For rural schools, where many children travel to and from school by bus, it remains difficult for many of them to stay for extra-curricular clubs. Many partnership development managers have been effective in attracting money from outside agencies such as the Countryside Agency to help with transport costs. However, many secondary schools still attract relatively few pupils in Years 9, 10 and 11 in extra-curricular sports on a regular basis.

Annex A: Background

The national strategy for PE, School Sport and Club Links was implemented in April 2003. The DfES and DCMS are jointly responsible for its implementation and the government is investing £459 million. The overall aim – a joint DfES/DCMS Public Service Agreement target – is to increase the percentage of 5- to 16-year-old 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.

Learning through PE and Sport (DfES/DCMS, March 2003, available from www.teachernet.gov.uk/pe) provides a guide to the strategy which brings together eight distinct but interrelated strands:

- the Specialist Sports College programme
- the School Sport Partnerships programme
- national PE and School Sport professional development
- the Step into Sport programme
- action to create better links between schools and sports clubs
- targeted support for gifted and talented young athletes
- to enhance swimming opportunities
- the Qualifications and Curriculum Authority's PE and school sport investigation.

There are currently 222 School Sport Partnerships across England. The first 31 partnerships (phase 1) started in September 2000 and increased in size in September 2003. They now involve 244 secondary schools and 1,535 primary/special schools. The 14 phase 2 partnerships began in April 2001, and will increase in size in September 2004, and currently involve 64 secondary schools and 336 primary/special schools. There are 35 phase 3 partnerships which were implemented in September 2001 and will again increase in size in September 2004. Phase 3 involves 181 secondary schools and 916 primary/special schools. Phase 4 partnerships began in March 2002. There are 20 partnerships involving 133 secondary schools and 627 primary/special schools. Schools in phases 1 to 4 cover 74 local authority areas.

The results of the first annual PE, School Sport and Club Links survey were published in April. To read the full report visit www.teachernet.gov.uk/pe. The headline results of the survey show that:

- 62% – rising to over 80% in Key Stage 3 – of pupils in schools within a School Sport Partnership are spending at least two hours in a typical week on high-quality PE and school sport within and beyond the curriculum
- 33% of pupils from Years 4 to 11 in schools within a School Sport Partnership were involved in inter-school sports competition during the last academic year
- each school within a School Sport Partnership provides an average of more than 14 different sports, increasing to 19 at secondary
- 19% of pupils from schools within a School Sport Partnership are participating in a sports club with links to the school
- across Years 10–11, 10% of pupils from schools within a School Sport Partnership are actively involved in sports volunteering and leadership.

Annex B: Main cluster schools visited in this survey

School name on database

Phases 3 and 4	LEA
All Saints' Catholic High School	Sheffield
Birchen Coppice Middle School	Worcestershire
Birley Community College	Sheffield
Brentside High School	Ealing
Cardinal Wiseman Catholic School	Coventry
Chellaston Foundation School and Technology College	Derby City
Corbridge Middle School	Northumberland
East Hill Secondary School	Sheffield
Eastbury Comprehensive School	Barking and Dagenham
Ellis Guilford School and Sports College	Nottingham City
Greenford School	Ealing
Guru Nanak Sikh Voluntary Aided Secondary School	Hillingdon
Handsworth Grange School	Sheffield
Haydon Bridge Community High School and Sports College	Northumberland
Ilkley Grammar School	Bradford
John Chilton School	Ealing
King Charles I School	Worcestershire
Magnus Church of England School	Nottinghamshire
Manor College of Technology	Hartlepool
Middlehurst Special School	Stoke-on-Trent
Noel-Baker Community School	Derby City
Our Lady & St John Catholic Arts College	Blackburn with Darwen
Shelley High School	Kirklees
Sir Frank Markham Community School	Milton Keynes
St Bede's Roman Catholic High School	Blackburn with Darwen
St Hild's Church of England Voluntary Aided School	Hartlepool
St Margaret Ward Catholic School and Arts College	Stoke-on-Trent
Teddington School	Richmond-upon-Thames
The Garendon High School	Leicestershire
The Grove School	Nottinghamshire
The Holy Family Catholic School	Bradford
The River Leen School	Nottingham City
Tile Hill Wood School and Language College	Coventry
Woodbrook Vale High School	Leicestershire

Phase 1 and 2 schools revisited

Cape Cornwall School, Cornwall LEA
Coopers's Lane Primary School, Lewisham LEA
Newall Green High School, Manchester LEA
Newquay Tretherras School, Cornwall LEA