

The logo for Ofsted, featuring the word "Ofsted" in a white, handwritten-style font on a black square background.

Office for Standards  
in Education

**The School Sport  
Co-ordinator programme**  
Evaluation of Phases 1 and 2 2001–2003

PHOTO REDACTED DUE TO



Office for Standards  
in Education

# **The School Sport Co-ordinator programme**

Evaluation of Phases 1 and 2 2001–2003

---

PHOTO REDACTED DUE TO IP

**© Crown copyright 2003**

**Document reference number: HMI 1586**

To obtain a copy, contact:

**Ofsted Publications Centre**

**Telephone: 07002 637833**

**Fax: 07002 693274**

**E-mail: [freepublications@ofsted.gov.uk](mailto:freepublications@ofsted.gov.uk)**

**Web site: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)**

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

<b>Contents</b>	<i>page</i>
<b>Introduction .....</b>	<b>1</b>
<b>Main findings .....</b>	<b>3</b>
<b>Issues for action.....</b>	<b>5</b>
<b>Commentary .....</b>	<b>7</b>
<b>Standards.....</b>	<b>9</b>
<b>Quality of teaching of physical education and school sport.....</b>	<b>13</b>
<b>Curriculum and out-of-hours provision .....</b>	<b>17</b>
<b>Management roles and infrastructure.....</b>	<b>21</b>
<b>Training and continuing professional development.....</b>	<b>25</b>
<b>Annex. Background .....</b>	<b>29</b>

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

## Introduction

1. This report evaluates the effect of the School Sport Co-ordinator programme (the programme) since its introduction in autumn 2000. The programme is part of the national physical education (PE), School Sport and Club Links strategy led by the Department for Education and Skills (DfES) and the Department for Culture, Media and Sport (DCMS) to widen participation, raise standards and improve the quality of PE and school sport. The objective of the strategy – a joint DfES/DCMS public service agreement target – is to ensure that by 2006, 75% of 5–16 year olds in England are spending a minimum of two hours each week in high-quality PE and school sport within and beyond the curriculum. The background to the strategy and programme is summarised in the annex at the end of this report.
2. The report provides an overview of phases 1 and 2 of the programme. It evaluates:
  - the effect of the programme on raising standards and improving the quality of provision
  - the effectiveness of the roles of the School Sport Co-ordinator (the co-ordinator) and Primary Link teachers (link teachers) within the programme, their training and the management procedures which enable them to work.
3. Between October 2001 and January 2003, Her Majesty's Inspectors (HMI) observed six induction training courses as well as further training sessions. HMI visited a total of 27 phase 1 partnerships and 12 phase 2 partnerships, involving 58 cluster secondary and special schools and associated primary schools. The early phases of the programme were targeted at areas of high social and economic deprivation and involved many schools facing more challenging circumstances. HMI also held discussions with key personnel involved in the project, scrutinised plans and documentation and observed lessons and extra-curricular and out-of-hours activities.
4. From 2003 to 2006, HMI will continue to monitor and report on the School Sport Co-ordinator programme, drawing on a further sample of schools.

---

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



## Main findings

- ❑ The majority of schools are making substantial progress in working towards the achievement of the national objectives. The programme is raising the profile of PE and school sport and an awareness of their value in schools.
- ❑ Schools are committed to raising standards and improving the quality of provision. However, this is often defined in terms of increasing the range of opportunities for teachers and pupils rather than increasing opportunities for pupils to achieve and progress or the quality of their experiences.
- ❑ In the majority of schools, pupils' attitudes are positive and their behaviour is very good. Their access to a wider range of learning opportunities is promoting more positive attitudes among some of the disaffected groups of pupils in secondary schools.
- ❑ The quality of teaching in just over a third of lessons is good or better and is unsatisfactory in just over a quarter. Although the proportion of very good teaching in Key Stages 2 and 4 is relatively high, the overall quality of teaching is below the national average for PE. (The term teaching is used to describe teaching, coaching and leading of curriculum and extra-curricular PE and school sport sessions linked to the programme.)
- ❑ Pupils are benefiting from a broader and more balanced curriculum, particularly in Key Stages 2 and 4.
- ❑ The extensive contacts among schools stimulated by the programme have led to a willingness to improve curricular continuity and progression between Key Stages 2 and 3. In a minority of partnerships, teachers are beginning to develop cluster units of work, seeing these as 'bridging units' between the primary and secondary phases.
- ❑ The greatest effect of the programme is the increased provision of out-of-hours opportunities for primary pupils, including sports clubs and annual festivals. However, most clusters still need to fully implement their plans for developing links with community clubs so that pupils can continue their participation beyond school.
- ❑ Substantial procedures for managing the programme are in place. The procedures for monitoring and evaluating the effect of the programme, however, are weak.
- ❑ Development and action planning and auditing arrangements are generally sound. They provide a reasonable basis from which more

detailed planning could direct the programme. However, objectives relating to raising standards and improving quality lack clarity.

- ❑ Teachers have benefited from the national training and increased opportunities for continuing professional development linked to the programme. However, although the training provides a good introduction to the roles and responsibilities of co-ordinators and link teachers, it does not address clearly enough the nature of 'high-quality' PE and school sport or how to improve the quality of provision and raise standards.

## Issues for action

- Although most schools are making substantial progress in implementing the programme, they have yet to take it forward to a point where it is clearly raising standards and improving the quality of provision. In order to do so, schools and the key agencies need to address a number of issues. In particular, schools should:
  - indicate in greater detail the actions and criteria required to evaluate progress effectively
  - focus on good use of assessment data in the development and action plans to inform the school of challenging targets as a strategy for raising standards
  - improve teachers' use of assessment strategies so that subsequent teaching can be based upon better diagnosis of pupils' needs
  - develop the curriculum still further, specifically to improve the continuity and progression across all phases, for example through the use of bridging units
  - strengthen links with community clubs in order to develop pathways for pupils to participate beyond school.
- The key agencies should ensure that:
  - there is a shared understanding of the nature of high-quality PE and school sport – the concept that drives the programme
  - those involved have the required skills to evaluate the programme rigorously against clear criteria, particularly those relating to pupils' entitlement to a minimum of two hours per week of high-quality PE and school sport within and beyond the curriculum
  - training for the development of teachers' knowledge, skills and understanding is more sharply focused on models of good teaching, which, in turn, are shared with teachers and other adults.



PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

## Commentary

5. In the three years since its introduction, the School Sport Co-ordinator programme has helped to bring about a much-needed boost to the way in which PE and school sport are provided, particularly in primary schools.
6. However, it is still the case that too many pupils are performing below the expected level for their age. Although schools are giving more emphasis to the teaching of PE and school sport, the quality of teaching remains a concern as the proportion of unsatisfactory lessons is too high. In this crucial respect the programme has not yet proved effective. Improving the quality of teaching, particularly teachers' ability to assess, intervene and feed back on pupils' responses, is the key to higher standards. Too often, co-ordinators and link teachers do not have sufficient information on good-quality assessment to help them identify pupils' achievement and learning needs. In addition, there remains a need for greater clarity about the meaning of 'high quality'. There is also a need for more rigorous use of data when evaluating the success of the programme in raising standards and securing pupils' entitlement to a minimum of two hours per week of high-quality PE and school sport within and beyond the curriculum.
7. The programme is a positive catalyst for change and most schools are making substantial progress towards achieving its national objectives. For example, pupils' access to new areas of activity, such as dance, gymnastics, trampolining and outdoor and adventurous activities, is helping to improve their performance skills and their knowledge and understanding of the activities. The majority of schools and teachers are benefiting from the extra resources and training that support the programme. It has introduced primary teachers to new teaching methods and resources and has required them to improve their subject knowledge.
8. Overall, schools are providing a wider range of activities within and beyond the curriculum, and participation rates are higher in PE and school sport. The programme is facilitating the development of links between primary and secondary schools, and between schools and community providers. The establishment of clear management procedures and the effective deployment of co-ordinators and link teachers are crucial elements in driving these developments and improvements forward.

---

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

## Standards

### Achievement and pupils' progress

9. Both the programme co-ordinators and link teachers have a responsibility to 'improve the standards of performance of children across a range of sports' and to 'make a major contribution to raising standards in physical education'. In the majority of schools, there is a clear commitment to raising standards and providing high-quality provision. However, this commitment is often defined in terms of increasing opportunities for teachers and pupils, measured by the acquisition of external awards that reflect the amount of provision rather than improve the standards achieved. Although co-ordinators collect evidence of increasing provision and participation, procedures for collecting, collating and using data on standards are not well developed. As a result, the schools collect only limited evidence of the effect of the programme on raising standards in PE.
10. In some school clusters, pupils' access to new areas of activity, such as dance, gymnastics or outdoor and adventurous activities is helping to improve their knowledge, understanding and performance skills. For example, in one cluster:

*All Year 5 and 6 pupils were introduced to a unit of outdoor and adventurous activities that focused on developing their orienteering skills which had been previously ignored in most schools. In one particular school, mid-way through the course pupils demonstrated simple map-reading skills while following a trail around the school grounds. As they progressed around the course, they showed clearly how they could interpret symbols, orientate maps and use basic navigation techniques as well as working together taking turns to lead the group. At all times they worked safely.*

11. Pupils' achievement is good or better in just over a third of lessons, in ways reflected in the following examples:

*During the breakfast club, Years 4, 5 and 6 gymnasts worked on their final floor sequence to show variations in levels, speed and direction. The best gymnasts were able to take weight on hands, handstand, roll and cartwheel while the majority could roll in different directions, jump, turn and spin and help each other balance. They were able to observe each other and to say what looked good and how a sequence might be improved.*

*In a Year 6 games lesson, pupils showed an understanding of safety. They passed accurately in different directions, using a variety of passing techniques with appropriate force. In the competitive game, the majority of pupils maintained this accuracy as they kept possession and showed good use of space to outwit their opponents.*

*In a Year 11 trampolining session, pupils worked at a fairly basic level – seat drop, front drop – having only just begun this activity. The pupils demonstrated good body management, learnt from the gymnastics course, and this helped them understand and respond to the teacher's feedback. They progressed quickly in both acquiring new skills and developing style. By the end of the lesson, the girls performed short rebound sequences with good levels of control and fluency.*

12. In special schools, pupils reach good standards in relation to their particular difficulties. For example, a group of higher-attaining pupils with a range of learning difficulties played basketball with confidence. They showed good passing and shooting skills in a competitive game. They worked as a team, manoeuvring their wheelchairs into place to support each other when attacking and defending positions. They knew the rules well, decided on strategies for defence and attack, and refereed and kept time in games. In swimming, low-attaining pupils showed increasing confidence in the water, splashing their faces and blowing bubbles.
13. In addition to performance-related skills, an increasing number of pupils are gaining accreditation in leadership skills. For example, Year 10 and 11 pupils demonstrated their ability to take responsibility for their own and others' learning and in doing so showed a good range of key skills:

*During a lunchtime activity session, five Year 10 pupils demonstrated their leadership skills as they organised football, aerobics and basketball for primary pupils. They showed good communication skills, providing clear and precise instructions when organising groups and equipment as well as responding carefully to pupils' questions.*

14. In contrast to this generally positive picture, pupils' achievement is unsatisfactory in one lesson in four, with pupils performing below the expected level for their age. In these instances, pupils' skills are too basic and the quality of their movements lack precision and



accuracy. For example, in a Year 4 gymnastics lesson, pupils displayed a limited range of skills, a lack of flexibility, poor body extension and tension, and an inability to link a series of movements into a fluent sequence. In a Year 9 dance lesson, pupils' technique lacked clarity of shape and good posture. Their sequences showed limited use of the space available or a lack of awareness of levels and directions. Underachievement is linked to teachers' low expectations of what the majority of pupils can achieve across the range of activities.

## **Behaviour and participation rates**

15. In the majority of schools, pupils across all key stages respond positively to PE and school sport. Their attitudes are positive and their behaviour is very good. They work with enthusiasm and show a willingness to learn. In the more successful secondary schools, pupils are willing to tackle new and difficult challenges. Their access to and involvement in a wider range of learning opportunities promote more positive attitudes among some pupils who felt disaffected before taking part.
16. An increasing number of schools provide pupils with more structured opportunities for purposeful play during break and lunchtimes. Headteachers report the positive effect of this on reducing the incidences of misbehaviour. Where these are having most effect, the initiative is part of a long-term local education authority (LEA) strategy to make productive use of play times. The strategy also includes training young leaders, mid-day supervisors and adults other than teachers to lead such activities.
17. Overall, schools are providing more opportunities and participation rates are higher. They report increased participation in extra-curricular provision. About half of schools are keeping registers of participation but few analyse the data to monitor any increases in rates of participation or to establish if more pupils are accessing the clubs offered. One primary school has achieved 76% participation rates by providing late buses for pupils staying on at clubs. In another school, the link teacher analysed participation rates and noted a gap between boys and girls, unusually with more girls participating in more activities. This led the school to review the type of activities offered and to subsequently target specific groups of boys.

---

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

## Quality of teaching of physical education and school sport

18. Across Key Stages 2, 3 and 4, the quality of teaching in just over a third of sessions is good or better and is unsatisfactory in a quarter (sessions include observations of lessons and out-of-hours learning delivered by teachers, coaches, leaders and adults other than teachers involved in delivering the programme). Although the proportion of very good teaching in Key Stages 2 and 4 is relatively high, overall the quality of teaching is below the national average for PE.
19. In addition to many of the generic features of effective teaching, in the best examples, teachers:
- provide carefully focused tasks to develop skills and extend pupils' knowledge and understanding
  - provide a coherent cycle of tasks, engaging pupils in practising and refining movements, analysing, evaluating and planning
  - organise group, pair and individual work with well-structured advice and support from teachers
  - use LEA or the Qualifications and Curriculum Authority (QCA) schemes of work, which help teachers develop greater coherence in their planning
  - incorporate an effective three-part structure to their lessons.
20. In such examples, teachers commonly maximise the time available for performance, with well-focused discussion, explanation and instruction and without pupils spending undue time sitting and listening.

*An advanced skills teacher, working with a mixed Year 5 class for the first time, encouraged pupils to take responsibility for their own and others' safety as soon as they entered the hall, reminding them about safety through question and answer. Clear objectives for learning were shared with the class, who read these aloud from the board. A well-structured warm-up began gently and made increasing physical demands on pupils as well as encouraging them to think about the effect of exercise on their body. As pupils practised stretching exercises the teacher intervened and corrected body positions, making sure pupils checked the straight back leg when lunging. A variety of tasks were used to develop pupils'*

*accuracy of techniques with much repetition and practice. The teacher maintained a brisk pace for learning by questioning pupils as they moved, observing pupils' responses and reacting to them by moving some pupils on to more challenging tasks.*

21. Although rare, some imaginative teaching using information and communication technology (ICT) takes place. In one Year 4 lesson, for example:

*An advanced skills teacher related work in PE to developments in ICT and literacy. During the lesson, digital cameras were used effectively to record pupils' performance and downloaded the results to a laptop. The pupils used the material to assess their performance and also e-mailed their inventive invasion games to the Year 10 pupils involved in the Community Sports Leader Award course who planned to use these games in a 'festival of sport' for all the primary schools in their cluster.*

22. Despite the proportion of weak teaching identified in this report, many schools perceive that the programme has improved teaching in a number of ways. Headteachers, link teachers and co-ordinators comment consistently on the following improvements in:

- planning for individual lessons and sequences of lessons
- sharing objectives with pupils
- the use of resources
- teaching of movement in dance and gymnastics
- teachers' subject knowledge
- consistency of effective approaches to learning.

23. As schools develop closer links with each other, some teachers are working with pupils from different schools requiring them to adapt expectations, equipment and tasks to meet a range of different needs.

*In a Year 10/11 cycling club, the co-ordinator and support staff provided pupils from two cluster schools with extended opportunities to propel and steer bicycles and tricycles around a tartan running track. The teacher set tasks that encouraged pupils to work independently and offered a chance to develop skills in a safe*

*environment. The design of the adapted cycles created a number of challenges involving co-ordination and control, which ensured an element of problem-solving. Staff were skilful in recognising when to intervene and when to allow or promote opportunities to develop independence: this was clearly an opportunity that pupils valued.*

24. Unfortunately, however, the quality of teaching is sometimes disappointing. One in four sessions across Key Stages 2 and 3 is unsatisfactory. These lessons are characterised by weaknesses such as the following: teachers or adults other than teachers give tasks to pupils which are unrelated to specific learning objectives; expectations are too low; the teacher spends too much time talking which limits pupils' time on tasks; and teachers offer insufficient intervention and feedback, which inhibits pupils' progress.
25. In some lessons taught by adults other than teachers, such as dance artists or coaches, adults have good knowledge of a particular area, for example a style of dance, but not of the national curriculum programme of study for dance. They also tend to rely on a narrow range of teaching styles that restrict pupils' opportunities to take responsibility for their own learning. In some schools where adults other than teachers are involved, quality assurance systems are not always in place. As a consequence, such schools do not identify unsatisfactory teaching well enough. For example, in one after-school cricket club the quality of teaching was unsatisfactory; the coach's preoccupation with explanation and questioning of pupils' recall of teaching points left few opportunities for them to practise and refine their bowling skills. The school was unaware of this, having no strategy for evaluating the quality of out-of-hours teaching.
26. The quality and use of ongoing assessment remain the main weaknesses in teaching. Too often, teachers' judgements of pupils' progress are based on impressions only because specific data are not available and teachers are only beginning to use baseline assessments. Frequently, programme targets take too little account of the prior attainment of pupils and their differing needs. In one school, the co-ordinator recognised this and the need for more specific, measurable and realistic targets if improvements in pupils' achievements were to be recognised.

*Identifying gymnastics as an area for improvement, the co-ordinator used assessment-based criteria based on the Qualifications and Curriculum Authority's exemplars as a means of establishing the*

*baseline of pupils' performance and teachers' practice at the start of a new programme. Such a systematic approach and use of prior assessment to influence provision to cater for different pupils' needs are rare.*

27. Some secondary schools use assessment to record pupils' attainment as they enter Year 7, and use this data to inform future planning. They report some improvements in relation to pupils' core movement skills in areas such as dance and gymnastics as well as higher levels of skill application in games. The unsatisfactory use of information on pupils' achievements as they transfer from primary to secondary school is a problem highlighted by the programme. The availability and use of information on pupils' performance are unsatisfactory in most schools. Although primary schools have generally improved the quality and transfer of data in the core subjects, useful information in PE is rarely found. A few partnerships are developing ways to provide baseline data on pupils' standards of attainment in PE and this is helping them to consider how to evaluate the effect of the programme more effectively.

## Curriculum and out-of-hours provision

28. In the majority of schools, pupils have more opportunities to study a wider range of activities, within and beyond the curriculum. Pupils in Key Stages 2 and 4 are benefiting most of all at this stage of the programme.
29. The programme is particularly effective in raising the profile of PE and school sport in primary schools. In a minority of schools, this has led to an increase in timetabled PE for all pupils. An increasing number of schools are gaining the Activemark Award, demonstrating their commitment to improving provision. The most notable improvement in primary schools is the development of a more balanced curriculum, which includes outdoor and adventurous activities, gymnastics and dance.
30. In secondary schools, there is a significant increase in leadership opportunities for Key Stage 4 pupils. An increasing number of secondary pupils are leading other pupils in primary schools during lunchtime and after-school clubs as well as in lessons. Other improvements include widening the range of activities available to disaffected girls, particularly in Years 9 and 10, and offering better access to health and fitness, gymnastics and dance.
31. A small number of partnerships are making progress in developing provision for gifted and talented pupils. One school, for example, has established the Junior Athlete Programme, a mentoring programme involving 11 talented pupils. In another school, a professional dancer was deployed as part of a masterclass offering specialist tuition to higher-achieving pupils.
32. Most schools are committed to and working towards the government's aim to provide 'an entitlement to a minimum of two hours of high-quality PE and school sport each week, within and beyond the timetabled school day for all children'. A few successful schools are already securing this entitlement for all children. The key factors which contribute to their success include:
  - the strong support of the headteacher and staff
  - the inclusion of PE and the programme into whole-school plans
  - a more flexible approach to timetabling

- improvements in teachers' confidence, subject knowledge and planning
  - widening the range of curricular opportunities.
33. The extensive contact schools have with each other has led to a willingness and desire to improve curriculum continuity and progression between Key Stages 2 and 3. In over a third of partnerships, teachers are beginning to develop cluster units of work. For example, in one area, the co-ordinator and link teachers planned a scheme of work and resource boxes for outdoor and adventurous activities, which is helping to develop greater coherence in pupils' experience. Other partnerships are developing a transition curriculum by planning 'bridging units' to improve the continuity of pupils' primary and secondary experiences. However, this work requires further systematic planning across partnerships.
34. A third of primary and secondary schools have developed links still further and are working together to improve curriculum design. In one school, for example, the link teacher analysed the curriculum to show the range, balance and distribution of activity areas across Key Stages 1 and 2. This analysis showed an excessive bias towards games and subsequently led to a reorganisation of the Key Stage 2 curriculum to include more dance, gymnastics and outdoor and adventurous activities. In turn, this led the secondary school to restructure its Year 7 curriculum to build on pupils' new experiences, with the result that expectations rose and duplication of activities was reduced.
35. There have been significant improvements in primary schools in the provision of higher-quality extra-curricular and out-of-hours opportunities for pupils, namely sports-specific clubs and annual festivals. In the sample of schools visited between summer 2002 and spring 2003, provision was good or very good in two thirds of clusters, although occasionally provision across individual schools varied considerably. In the best examples, schools are broadening and deepening pupils' experiences by increasing the number of games-related clubs and introducing new activities such as karate, tai chi, cycling, gymnastics, dance and outdoor and adventurous activities. The festivals of sport in, for example, high 5s netball, cricket or athletics provide good opportunities for pupils to compete against each other. In rural areas, the programme often provides much-needed transport for pupils to enjoy such opportunities.



36. A few schools are devising a framework of objectives for out-of-hours activities so that they all have a clear purpose and the range of activities is suitable for all pupils. There are also encouraging signs that schools are beginning to organise the out-of-hours opportunities to take account of pupils' different circumstances and needs. For example, some partnerships give specific consideration to issues of sex, ethnicity and physical disability. In one school, teachers have re-organised the extra-curricular programme to include more pre-school and lunchtime activities to meet the needs of its minority ethnic pupils who have to attend mosque after school. In another school, pupils from the special school and sports college play table tennis together. This enables pupils with low levels of perceptual motor skill to use an automatic ball feed machine, so that pupils can develop control when striking the ball.
37. Depending on partnership priorities, progress towards improving community links is at various stages of development. At best, partnership development managers and co-ordinators establish early links with a range of providers and agencies, and regional sports development officers. However, the majority of partnerships in phases 1 and 2 are still fully to develop and implement their plans for participation pathways into community clubs.
38. Half of the partnership development managers and co-ordinators work effectively with LEA advisers, or with projects such as Excellence in Cities or Sport Action Zones to establish a more strategic approach that begins to address authority-wide issues. The most effective strategies for improving out-of-hours provision are building on established LEA initiatives, involving a wide range of agencies in a co-ordinated approach across a region. For example:

*The community sport development officer, working alongside a wide range of other staff with responsibility for sport in the LEA, developed a strategy for schools to share resources and facilities in order to maximise opportunities for all primary pupils. In this strategy, teachers, coaches and adults other than teachers work together in providing the out-of-hours programme, which is planned for the year. This enables all schools to offer a wide range of activities at different stages throughout the year including: dance, netball, football, gym, squash, generic skills, basketball, athletics, pop lacrosse, cycling, badminton, cheerleading, tennis, bike skills and street hockey. Some clubs are offered as purely recreational opportunities and pupils can 'dip' in or out on a weekly basis; others require pupils to commit themselves to a six-week programme; and,*

*in addition, masterclasses are available for those pupils identified as gifted and talented. Pupils make a small payment which both teachers and pupils consider reasonable. Inter-school and cluster competitions are centrally organised.*

39. A major weakness in all out-of-hours programmes is the lack of a clear rationale that includes objectives to ensure that certain specific groups of pupils are not missing out on opportunities.

## Management roles and infrastructure

40. The majority of key management personnel embrace their roles and are committed to raising standards and improving the overall quality of PE and school sports provision in their school. In over three quarters of schools, the work of the co-ordinator and link teacher is satisfactory and in more than a quarter it is good or very good.
41. Management roles are most effectively discharged where responsibilities are clearly defined and understood, and where work schedules are carefully planned by well-qualified and experienced staff. Where co-ordinators and link teachers lack experience and do not fully understand what is expected of them, developments can be restricted. In particular, there is some confusion among co-ordinators about the focus of the programme, particularly about whether they should be taking responsibility for supporting teachers in primary schools. Also, co-ordinators' and links teachers' responsibility for quality assurance is unclear, with some less experienced teachers feeling reluctant to evaluate the quality of provision provided by other, sometimes more experienced, colleagues.
42. Overall, preparations for auditing existing provision and for development and action planning are sound. They provide a useful basis from which more detailed planning might effectively direct the programme. Cluster and partnership development plans reflect the national objectives and local needs for the programme. The schools best prepared for development and action planning are those where the subject has a high profile and where provision is consistent with the intentions of the programme. The short lead-in time, recruitment difficulties and late induction training, though, have left a few schools unprepared.
43. Despite the short lead-in time for partnerships to prepare for the start of the programme in September 2000, sound procedures for managing the programme are in place. In particular, many local partnerships have established clear procedures that enable key personnel to work together to implement the programme. The features of the most effective aspects of management are:
  - the deployment of experienced staff who fully understand their roles and responsibilities and work as a team
  - effective leadership from the partnership development manager
  - regular meetings to discuss programme issues

- appropriate and relevant programmes of work, planned well in advance.
44. The level of detail in development plan objectives varies considerably. The more specific objectives usually relate to new provision, for example the introduction of a club with specific targets for increasing the numbers of participants. Overall, objectives are not sufficiently specific to evaluate the effect of the programme. They frequently describe general aspirations or intentions which are difficult to evaluate. A few plans are very weak, with inappropriate performance indicators whose content does not link with the national curriculum requirements.
45. Partnership objectives for improving quality and raising standards lack clarity. The different expectations and interpretations of this objective across schools inhibit the planning process. Insufficient attention to the resource development necessary to support curriculum reform and a lack of clear links to budget planning are further weaknesses in development planning.
46. In a small number of areas, where the initiative has struggled to become established, co-ordinators report concerns at the lack of commitment and involvement of their senior management team. However, the most significant factor inhibiting the management of the programme is the difficulty in recruiting and retaining staff. Initially, about half of the school clusters experienced difficulty with the appointment of key personnel. Head teachers report a reluctance to release experienced teachers and use 'backfill' teachers for fear of disrupting their own schools.
47. Partnership development managers and co-ordinators fulfil their responsibility to submit progress reports to national organisers. Despite this, the procedures for monitoring and evaluating the effect of the programme are weak. In the majority of clusters, the monitoring and evaluation of the programme focus too much on numerical recording, such as noting the attendance at in-service courses. Too frequently, assumptions are made that attendance at a designated course or pupils attending a club automatically leads to improvements in provision or standards. While the number of courses or activities attended by teachers and pupils is recorded, there is little or no evaluation of the benefits or whether standards and quality of provision are improving. In a minority of cases, this is not helped when partnerships prepare development plans before schools undertake the audit. This in turn leads to the setting of

performance indicators that are not based on secure evidence and affects the reliability of any evaluation.

48. Some effective evaluations, however, are beginning to highlight strengths and weaknesses in pupils' performance across different activity areas. A small number of schools are examining the differences in the performance of pupils from different primary schools as the basis for discussion on curriculum design and standards of achievement. One LEA commissioned an evaluation study to report on the process and development of the programme across two clusters and this helped identify key issues for action.
49. The involvement of LEAs in the management of programmes varies considerably. In some regions with more than one partnership, local authority staff have adopted an active role in the development of programmes, ensuring that well-established LEA practice is central to the creation of a coherent regional strategy. Schools are benefiting from this regional approach in a number of ways, for example by having access to:
  - co-ordinated staff training opportunities
  - collaborative curriculum planning
  - joint planning of extra-curricular opportunities
  - additional expertise, teaching materials, equipment and facilities.
50. Collaboration among a range of different agencies, providing a strategic overview for development, is one of the most effective aspects of regional management practice. In one region, for example, several partnerships sitting within the education services structure of EiCs are organised into two geographical clusters. The Partnership Advisory Group has responsibility for overseeing strategy and progress, representing different agencies. This enables managers to develop a coherent approach, avoiding duplication of management, resources and provision.
51. In some partnerships, partnership development managers work closely with LEA advisers and other agencies to ensure that new initiatives are integrated effectively into any regional strategy. In contrast, in some partnerships where the programme is centred on a school, the role of other agencies is less clear and this inhibits strategic development.

---

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

## Training and continuing professional development

52. The programme has involved substantial amounts of training since autumn 2000, including two-day induction training for co-ordinators and one-day training for link teachers, as well as courses on specific areas and subject leadership training. The overall quality of induction training courses is satisfactory and two thirds are good. Providers have responded well to early criticisms about the organisation and administration of training courses, which are now sound.
53. Trainers are experienced specialists with a good knowledge of the course content. Many are involved in designing training materials and make accurate observations about their strengths and weaknesses. Training sessions are generally purposeful and the majority of teachers respond positively to the presentations and discussions. In the best sessions, trainers share clear and specific learning objectives with teachers and use a range of well-structured tasks, engaging teachers in group discussions and activities that are central to their role. The opportunity to review exemplar materials of good practice is particularly helpful for teachers. When trainers ensure that the co-ordinator and link teachers work together on an aspect of their own development plan, tasks have greater relevance and meaning. For example, during one training session, teachers worked in cluster groups to discuss a strategy for developing gymnastics across all primary schools.
54. Despite some scepticism expressed by co-ordinators about the level of paperwork and frequently changing requirements, most value the guidance they receive on development and action planning during training. Given the weaknesses observed in some planning, however, a sharper focus on the setting of objectives and targets is needed. The accompanying support pack is useful, but it is not always available prior to the training. Although the training raises teachers' awareness of their role in relation to monitoring and evaluation, there remains much uncertainty about expected practice. There is insufficient focus during the training on developing teachers' skills and strategies in order that they can evaluate the programme more rigorously.

55. A weakness of much of the training is that it does not develop co-ordinators' and link teachers' understanding about how standards and the quality of provision are to be improved, nor does it define 'high quality'. Consequently, key personnel lack sufficient knowledge of how the various initiatives might affect provision. A number of less experienced staff who have taken on co-ordinator or link teacher roles express some concern about the lack of training in managing and leading other more qualified and experienced staff. One local course has started to address this concern by offering teachers written guidance on different strategies for working with colleagues.
56. The national training programme for subject leadership standards has been well received by the majority of teachers. They find the guidance on planning policies, schemes of work and curriculum maps particularly helpful. However, for those experienced link teachers with specialist training in PE, or those with management responsibility, the subject leadership training has proved to be insufficiently flexible to meet their needs.
57. Link teachers welcome the additional training courses which are often led by national agencies, LEA staff or experienced teachers in the partnership. Most courses develop teachers' knowledge about areas of activity. Although most teachers are very positive about these additional courses, the effect of these training experiences is yet to be evaluated.
58. Meetings of cluster schools and school-based support also provide valuable opportunities for local training. Teachers benefit from meetings that include discussions on areas such as curriculum planning and use of baseline assessments.
59. Effective arrangements for co-ordinators to visit primary schools and, in a few cases, for primary staff to visit secondary schools, lead to more secure professional relationships and understanding of each other's work. In the majority of partnerships, co-ordinators provide support for link and class teachers. However, the structure and pattern of support for primary schools vary. The best strategy is well planned with clear objectives for the link teacher's professional development, as illustrated in the following example:

*A specialist dance teacher worked alongside the link teacher in the primary link school to provide support for improving the quality of teaching and learning. The specialist teacher and link teacher*



*worked together weekly over a half term on an agreed set of objectives negotiated and agreed at the outset. The specialist teacher occasionally took the lead, but more often worked in partnership with the class teacher, planning and teaching the lesson. Some sharing of ideas and feedback between the two teachers against the objectives followed each session.*

60. Such a well-focused support programme is rare. Invariably, the majority of co-ordinators attempt to maintain links with all of the primary schools for which they are responsible, and this means that the available time is often being too thinly spread. Often there is no focus of the support beyond a specialist demonstrating a lesson, which is then repeated by the link or class teacher. Despite these weaknesses, teachers value the school-based support provided by co-ordinators and other specialists. They consider the support offered through demonstrations and team teaching or through lesson observation and feedback most effective in improving the quality of provision in their specific schools.
61. In the best practice, partnerships provide specific training for all co-ordinators in primary provision before taking on any development work and visit primary schools to observe the characteristics of teachers' practice.

---

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

## Annex. Background

In April 2000, the government published its sport strategy: A Sporting Future for All which was subsequently refined into an action plan: The Government's Plan for Sport, published in March 2001. A Sporting Future for All set out the government's vision for widening participation in sport and the contexts for achieving national sporting success; in particular, that 'Sport in Education', 'Sport in the Community' and 'World Class Sport' should contribute fully to the social and cultural well-being of the nation.

At the start of 2002, the DfES and DCMS came together to drive forward the development of PE, school sport and Club Links. An advisory board was established to oversee the implementation of the strategy. The advisory board comprises the DfES, DCMS, the Department of Health, Sport England, the Youth Sport Trust and the New Opportunities Fund, Qualifications and Curriculum Authority, Ofsted (observer status), professional PE associations, headteachers, local government associations and equity partners. The Prime Minister's Delivery Unit will monitor progress.

In October 2002, government funding of £459 million was committed to help deliver the DfES/DCMS sports public service agreement target. Additionally the following targets have been agreed with the Prime Minister's Delivery Unit and Her Majesty's Treasury:

- ❑ Establish a national infrastructure for PE and school sport by creating:
  - 400 specialist sports colleges by 2005, subject to sufficient high-quality applications
  - 400 School Sport Co-ordinator partnerships by 2006
  - 3,200 School Sport Co-ordinators in secondary schools and 18,000 Primary or Special School Link Teachers by 2005.
- ❑ Improve the quality of teaching, coaching and learning in PE and school sport.
- ❑ Increase the proportion of children guided into clubs from School Sport Co-ordinator partnerships.

*Learning through PE and Sport*, published by DfES and DCMS in March 2003, sets out the PE, School Sport and Club Links strategy. The strategy brings together seven distinct but interrelated work strands:

- the Specialist Sports College programme
- the School Sport Co-ordinator 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 and to enhance swimming opportunities
- the QCA's PE and school sport investigation.

The School Sport Co-ordinator programme has six national objectives, as follows:

- Strategic planning: to develop and implement a PE and school sport strategy as part of school development plans, through working in partnership with key strategic organisations and providers in the area.
- Primary liaison: to improve PE and school sport programmes by establishing and developing links within and between the clusters of schools, particularly around the Key Stage 2 and 3 interface.
- Out of school hours: to provide new and enhanced out-of-school-hours opportunities (out-of-hours) for all young people in the partnership, including out-of-hours learning, non-competitive participation and competition.
- School to community: to increase all young people's participation in community sport through creating and strengthening links with sports clubs, leisure facilities and community providers.
- Coaching and leadership: to provide training, support and deployment opportunities in leadership, coaching and officiating for senior pupils, adults other than teachers, and teachers.
- Raising standards: to raise standards of pupils' achievement in all aspects of their school life through increased participation and improved performance, motivation and attitudes.

Action to support each of these objectives is designed to ensure that schools within the partnerships are able to offer their pupils a minimum of two hours of high-quality PE and school sport each week. This became a focus for all partnerships, including those in phases 1 and 2, in September 2002.

The School Sport Co-ordinator programme provides an infrastructure of partnership schools – typically comprising specialist sports colleges (acting as the hub), 4 rising to 8 secondary schools and 25 rising to 45 primary or special schools. The first phase of such partnerships began their work in September 2000 and will run until September 2003 when they will increase in size and receive additional funding. Phase 2 partnerships began in April 2001. In total, there are 46 partnerships involving 254 secondary schools, 1,120 primary or special schools and covering 37 local authority areas involved in phases 1 and 2. The partnership development managers have been appointed to develop the programme within a partnership. The School Sport Co-ordinator manages the development of the cluster of primary and special schools clustered around each of the secondary schools, working with the Primary Link teacher in each of the nominated primary/special schools. These co-ordinators and link teachers have attended induction training and additional training courses linked to the programme. The co-ordinators are released from the timetable for two days each week and the link teachers for 12 days each year. The gaps created by these teachers' release are filled by either supply cover or, increasingly, specialist link teachers.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES