



House of Commons
Education Committee

**School sport following
London 2012:
No more political football**

Third Report of Session 2013–14

Volume II

Oral and written evidence

*Additional written evidence is contained in
Volume III, available on the Committee website
at www.parliament.uk/educom*

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The Education Committee

The Education Committee is appointed by the House of Commons to examine the expenditure, administration and policy of the Department for Education and its associated public bodies.

Membership at time Report agreed:

Mr Graham Stuart MP (*Conservative, Beverley & Holderness*) (Chair)
Neil Carmichael MP (*Conservative, Stroud*)
Alex Cunningham MP (*Labour, Stockton North*)
Bill Esterson MP (*Labour, Sefton Central*)
Pat Glass MP (*Labour, North West Durham*)
Charlotte Leslie MP (*Conservative, Bristol North West*)
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Ian Mearns MP (*Labour, Gateshead*)
Chris Skidmore MP (*Conservative, Kingswood*)
Mr David Ward MP (*Liberal Democrat, Bradford East*)
Craig Whittaker MP (*Conservative, Calder Valley*)

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Oral evidence

Taken before the Education Committee

on Tuesday 14 May 2013

Members present:

Mr Graham Stuart (Chair)

Neil Carmichael
Alex Cunningham
Bill Esterson
Siobhain McDonagh

Ian Mearns
Mr David Ward
Craig Whittaker

Examination of Witnesses

Witnesses: **Mike Diaper OBE**, Director of Community Sport, Sport England, **Sue Wilkinson**, Association for Physical Education, and **Andy Reed**, Sport and Recreation Alliance, gave evidence.

Chair: Good morning, and welcome to this session of the Education Committee, looking at school sports following London 2012. Welcome back, Andy—it's nice to see you here.

Andy Reed: Thank you, Mr Stuart.

Q1 Chair: We tend to be fairly informal here and to use first names, if you are all comfortable with that. Last week, the Secretary of State said that some heads needed knocking together to get county sport partnerships and sport governing bodies to see the potential in the additional funding that is being provided to foster more competitive sports. Is that is what is required to ensure a healthy sporting legacy going forward—a bit more knocking together of heads, Sue?

Sue Wilkinson: I represent quite a few members across the UK, and they are varied in their views, but I am sure some of them would support the Secretary of State, in that, perhaps, some head teachers need to look more widely to support this initiative and investment.

Andy Reed: We represent, again, quite a range of the people you have mentioned, who probably need their heads knocking together. I would say that, largely, that does happen. A lot of people do have children's physical education right at the forefront of their desire. The only thing I would deconstruct from the Secretary of State's statement is about more competitive sport. Hopefully, we will go through some of the evidence today that suggests that sport, PE and competitive sport need to be disentangled a little so that we are talking about the same thing. PE, school sport and competitive sport are slightly different from physical literacy from a very young age. So I would want to deconstruct some of that statement, as you would imagine, before moving forward. But, generally, the partnerships are there; they just need to work a lot harder to make things much easier on the ground—I will admit that. There are probably too many of us around the table who need to really try to work together to make the most of this £150 million.

Q2 Chair: We will return to the issue of where competitive sport and participation fit in, but was the Secretary of State right to talk about the need to knock

heads together and encourage greater co-operation, Mike?

Mike Diaper: Yes. The more that different sectors—those in school sport, those in community sport—can work together, the greater the impact we will have.

Q3 Chair: Why do they need their heads knocking together? We have had the Olympics, and we have had the school sport partnerships in the past. The Secretary of State said, "Let's have major investment every year." Surely, we should, by now, have embedded a culture of co-operation and of appreciation of the importance of exercise for the young. That should be embedded in every school. Why isn't it, after all that money, time and attention?

Andy Reed: My personal view is that we have probably had a lack of clarity. From our point of view—the Sport and Recreation Alliance—we would like to see a genuine cross-departmental approach to this. One of the welcome things from the new moneys is the work of the Departments for Culture, Media and Sport, of Health and for Education on this. We would like to see that encouraged much more widely. Part of the problem is that there has not been a definition of strategically who is leading all these things, and of course when there are new moneys around, there is a tendency to try to find out which part in which slice of the cake is relevant to each. To give really strong strategic direction for this would assist the sector as a whole, because there is still a certain amount of uncertainty about, for example, the Ofsted inspection that will follow the additional moneys. What does that mean for schools?

Also, we need to give the heads the skills to make those choices. This is an issue for many heads of primary schools, particularly small ones. I was at a very small primary school in a village yesterday—Woodhouse Eaves St Paul's. It is new to them to be able to spend £9,000 on school sport or school PE. We need to put the tools in place for those bodies to try to help them through that very difficult process, and in large parts of the country that is being done.

Q4 Bill Esterson: I want to come to the point about the balance between competitive and non-competitive

sport. What do you all think the right balance is, or what should Government be setting that balance at?

Sue Wilkinson: Our members believe it starts as soon as children enter school. If there is good-quality physical education, sport will emanate from that physical education. If children are physically literate, they will be more able to make decisions. It is rather like—

Q5 Bill Esterson: Sorry; can you define “physically literate” please?

Sue Wilkinson: Yes; I am sorry. If they are educated through the physical domain, using their body to move, that is what we call physical literacy. It’s very simple. There are colleagues here who will give you a much broader definition, but it is about understanding how the body works and moves. But also, what our members feel particularly is that if there is a good foundation, you can build on anything. If you try to put a very sophisticated roof on dodgy foundations, we all know what will happen. It is very important that physical education is statutory right the way through school. Children then will go on to take part in other activities, but not just competitive ones; it is about competing with themselves. There are those children and young people who do not want to be involved in a full 11-a-side competitive situation, but who enjoy things like dance and other activities that may not involve competing against anyone other than themselves. We have to get that balance right, because one size does not fit all.

Andy Reed: The physical literacy thing is important. It’s one of those jargon terms that we said we would probably try to avoid using, but as with anything else, you give children the foundations for the skills that will set them up for the rest of their life. You do that in the same way as you do with English and maths in schools. Physical literacy from an early age is the imperative, and that probably means in key stage 1. Towards key stage 2, you might want to start increasing the level of competition for those who are able.

From our point of view, from the point of view of all our members—we represent the 320 governing bodies of sport and recreation—the early starting point is about enjoyment and children having exposure to sport and recreation that sets them up to be physically active for the rest of their life. For some people, that will be a pathway into competitive sport at secondary school and onwards, but for many it will be about informal recreation. Mike will talk about the adult participation figures in a minute, but the reality is that 60% of the population are not going to be playing competitive sport for the rest of their life, so they have to find the physical literacy that allows them to enjoy sport and recreation in its widest sense.

The Nike report, “Designed to Move”, demonstrates the importance of building physical activity into our whole lifestyle. They see as absolutely key children’s enjoyment of a wide range of physical activity at the earliest stage. Competition has to be part of it. I still play competitive rugby; sadly, I shouldn’t do, but it’s part of my psyche. But I also understand that for many people and particularly girls—the evidence shows increasingly that an early introduction to competition

reduces their enjoyment of sport and reduces their participation. Levels of participation among girls remain quite low, and the drop-off rate is quite high as they go into their teenage years.

Mike Diaper: I definitely agree that there needs to be a balance, starting off with great physical literacy. I’m talking about the basics of what underpins sport: being able to run, throw, jump—all those things. Competition is really important at all levels, but there also need to be other activities for those youngsters who are not turned on by competition. There can be personal challenges, personal bests and personal competitions as well. Competition is really good, but we do need a balance.

Q6 Bill Esterson: On competition then, what is the role of competitive sport in schools? Is it about promoting health, building character or identifying the elite? Do those three aims sit alongside each other, or are they contradictory?

Mike Diaper: I don’t think they have to compete against each other. School sport and also competition in schools can be about fun. It is definitely about winning and losing. It helps us to build team and leadership skills. Those don’t have to compete against each other. In the school games, for example, what we have seen is a widening of participation in competition because instead of having an A team or a first team, there is a second team and a third team, so it gives more youngsters the chance to experience competition.

Andy Reed: Yes, I think I am inclined to agree with that. The whole concept of competition is important in sport; it is a large part of what we are about. It is about the way it is introduced. I don’t think there is a contradiction between each of those. Obviously, unfortunately, the Chair has demonstrated that sport does not always necessarily help physical health; there is a side cost to this. Generally, sport at competition level does enhance people’s physical activity, but, as Mike has just said and I would also keep emphasising, it is much wider than that. There will be those who do not make the first team or indeed any team who need to feel that their contribution, either in movement and dance or other activities that the school undertakes, is just as important to their physical health for the rest of their life. School sport should also be about talent pathway, but there is a question mark over how early you should introduce that. There are a number of sports that are early development sports, such as swimming. You make a decision at about 10 or 11 about how much time you are going to spend on that sport, or if you are going to spend the rest of your life on it. So there are some big life choices for people to make quite early on if they want to go on that talent pathway.

Chair: We have three panels this morning and limited time, but you are doing a great job. You are being succinct and to the point, but we have to be really focused and sharp if we are going to get through and cover the ground.

Q7 Bill Esterson: I will move on to the issue of obesity. Will you just say what the role of school

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sports is in tackling the obesity problems in young people?

Sue Wilkinson: I notice my colleague at the back there who is a key expert in this area. Physical education and school sport alone will not solve the obesity problem. There has to be a multi-agency approach from parents, carers and right across and it has to be linked with diet and exercise. It is also about attitudes. I am sure all parents know that there is a balance to be had. There is nothing wrong with sitting on the PlayStation as long as it is balanced with appropriate exercise. Obviously, the one place where everybody gets some kind of physical activity is in schools, but we all have to work together. That point was made very early on in this discussion. We need a multi-agency approach with everyone working together in a corporate alliance and not sitting in silos.

Andy Reed: Absolutely. I was just saying that trying to build in physical activity and having a willingness to take physical activity for the rest of one's life is embedded early in those school years. Absolutely, it should be for the long term. Of course it is a multi-agency approach. It is about diet and other things, but physical activity will play a key role in demonstrating that. There is a lot of evidence about the cost-effectiveness, even later in life, of physical activity for managing the obesity crisis that is heading our way.

Q8 Alex Cunningham: There has not been a school sports teacher that I have met who does not lament the end of the school sport partnerships and the resources they brought. The Secretary of State suggested that they were not the best use of money, so can we really say they are a great loss in terms of delivery? Is there another way to get similar benefits for less resource?

Mike Diaper: I think school sport partnerships delivered a specific role and many, many of them did a very good job in doing that. Like any network, there were some very strong ones and some weaker ones. From our point of view at Sport England, the key reason we are involved in school sport is helping to foster that lifelong participation in sport. One of the things that school sport partnerships were not set up to do was necessarily foster that lifelong participation. Actually, during their time, we saw drop-off get worse at 16, and not better. I think they did some great things, but what I would really like to see is school and community sport coming ever closer together and meeting the needs of children, whether they are talented or whether they are doing it for fitness or health or just for fun.

Q9 Alex Cunningham: What about the resource side?

Andy Reed: As you know the whole sector was very disappointed with the cutting of the resource and loss of the school sport partnerships. If there was a problem with bureaucracy, our line was that we would have preferred to tackle the bureaucracy rather than the funding as the issue. Clearly, there is a lot of evidence—I have a vested interest with the Youth Sport Trust based in Loughborough, my old constituency—and much of the research into the effectiveness of the school sport partnerships comes

from the Institute of Youth Sport. I looked at that again yesterday, and its 2010 survey demonstrated enormous progress in delivery.

Going back to your original question, Chairman, part of the problem is to bang some heads together to get a genuine joined-up approach in the role of county sport partnerships and school sport partnerships where they still exist. Many of us have re-created them, as you know, by using other resources. In Leicestershire, we have got many schools to buy back in and re-create SSPs in part of the county, so there is a bit of a postcode lottery.

Q10 Alex Cunningham: Are they operating in a similar way?

Andy Reed: A couple of ours are, exactly. We have almost re-created the SSPs, but on about 70% of the funding, so we have got the local authority and schools to buy in. We may come on to how to use the £150 million, but it is part of the model I would like to see, going back to the original question about co-operating, so that we don't have a sudden flurry of everyone trying to spend their £9,000. You need a bit of a co-ordinated approach across a county or local authority area to make sure there is some joined-up thinking. It is a shame there has been a gap in that funding, but we are where we are, and we are grateful for the £150 million. It is now up to us as a sector to spend it as effectively as possible for children throughout the country.

Q11 Ian Mearns: It was a knee-jerk reaction, wasn't it, to abolish them? There were places where they could have been stronger but also places where they were very effective; but the way in which the funding for all of them was cut out at a stroke seemed gratuitous. It created a vacuum for school sport for many months, and a solution was brought down the line when it was understood that mistakes had been made.

Sue Wilkinson: Our members have varied views, obviously, and it is a shame when funding goes, but the key issue for us was plans for sustainability. Mike talked about them being very successful because they planned for that sustainability. They knew the funding would end eventually—it was never there for life—and those who planned strategically for that had a greater impact. Obviously, physical education was always statutory, so it should not have subsided in any way, shape or form. Other areas did because of the lack of funding, but some school sport partnerships have been extremely creative and need praising for the way they have continued. However, we need to plan for sustainability, which this funding seems to be wanting to do.

Q12 Alex Cunningham: Looking across the piece, has the impetus from the school sport partnerships been sustained, or do you think there has been a dropping off, a deceleration, or what?

Sue Wilkinson: It has varied. That is not a get-out answer. It has varied throughout the country, especially where head teachers have been supportive. That great leadership has meant that it has continued. The Ofsted report recently showed some very good

practice, but sadly one in four primary schools and one in three secondary schools still have some work to do out there, so we must build on that.

Q13 Chair: The Ofsted report suggested that there has been continued improvement. Is that right?

Mike Diaper: In the quality of teaching, yes.

Q14 Chair: Do you think that is right?

Sue Wilkinson: Yes, I think there has. It was a small sample.

Q15 Chair: Because if the SSPs going was such a disaster—I want to tease this out—you would have expected a major fall-back in the vacuum, but if things overall, with ups and downs in different places, have genuinely improved, that suggests that it was perhaps not as critical as was suggested.

Sue Wilkinson: The Ofsted report showed that there were some positives, as you would expect, but one in three secondary schools and one in four primary schools still need to improve. Anything we can build on to improve that picture will be great.

Andy Reed: On that point, clearly there is a lot of momentum behind SSPs even with the cut in funding and, as Sue said, the ingenuity and creativity of individual SSPs to try to maintain much of what they created has enabled that, and that is what we want to see from this: some sustainability so that even if the funding disappeared, you would have troops on the ground across all schools trying to deliver.

Mike Diaper: Crucial to that sustainability has been head teachers taking an interest and valuing PE and school sport.

Q16 Alex Cunningham: Some do and some don't. There are fantastic examples east of London in some of the schools we visited, but we always get shown the best; we never get shown the other.

Andy Reed: The world smells of fresh paint.

Q17 Alex Cunningham: Exactly.

Andy Reed: There is a danger of a postcode lottery. That is one of things in this. We welcome the money and the heads' involvement, but that is why it needs some assistance to help get heads through what is a very complex world in which to purchase a variety of those different options they have. It may be a school sport partnership, but recreated. It may be from a private provider. It may be just upskilling existing staff within the school to become full-time PE teachers. That is actually quite difficult, and you will end up with that postcode lottery unless we have that in place for all of them.

Q18 Ian Mearns: Is anybody doing a comprehensive survey, in that case, of how it is actually working out across the country? It is a patchwork quilt, as you have said. I know for a fact that in some areas the sports partnerships legacy has struggled because of a funding gap, where some local authorities have had bigger cuts than others, and the capacity is quite different from area to area.

Andy Reed: I think you will find that from some of the later evidence, certainly from people doing some

of that work—the Youth Sport Trust; I know county sports partnerships are talking to you again. We monitor it on very generic feedback, because the Youth Sport Trust and a lot of the CSPs are members of ours, so we get a top line. I have a vested interest as the chair of a county sports partnership, so I know what is going on in Leicestershire. We have had to take a bit of that leadership role to try to make sure there is not a bit of a postcode lottery. Actually, even within that, some heads have cut the number of hours of PE: if they get a bad Ofsted, they pile all their resources into maths and English at the expense of PE. To go back to the original question, it is about taking a strategic lead and saying, "PE and sport are central to what the school should do." Having a very strong message would be really helpful.

Q19 Alex Cunningham: You have just touched on the hours spent in physical activity. How can the effectiveness of school sport policy be measured? Is it a case of the number of hours of participation by individual children, or is that a bit crude?

Sue Wilkinson: Just from an Ofsted point of view, it is the quality. We have always said that, as an association, we would rather see an hour and a half of quality that is having an impact on children's physical welfare and physical health and well-being, than an hour of poor practice.

Q20 Alex Cunningham: So how are you measuring this, Sue, when your guys go into schools?

Sue Wilkinson: What we have is a quality mark, which replaced the Ofsted inspection of the subject when the foundation subjects were suspended last summer. The only way you can actually do it is by seeing the impact on young people. You can do a paper trawl, but there is nothing better than seeing it live. You just know when it is good quality.

Q21 Alex Cunningham: We are tight for time. Would you guys agree with that?

Andy Reed: Yes.

Mike Diaper: Yes.

Q22 Alex Cunningham: A number of organisations are involved in the delivery of sport nationally. I wonder how that actually affects schools. What does it mean for schools? How do they get the best out of that?

Mike Diaper: I think that there are a number of agencies. Over the last years, there has been greater clarity: it is DFE at a Government level that is responsible for school sport; it is DCMS that is responsible for all other sport. Underneath that, there are just two agencies: Sport England—Community Sport—with targeted investment adding to the value of DFE on school sport, and then UK Sport. I do think that getting as much resource down as local as possible either into schools or, in our area, into clubs and youth groups is one of the best ways of getting—

Q23 Alex Cunningham: Is that happening, though? It is so easy for money to be wrapped up in bureaucracy, and the stuff at the sharp end is—

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Mike Diaper: Certainly in terms of our youth and community strategy, we are seeking to get as much of that funding—

Q24 Alex Cunningham: But is it happening?

Mike Diaper: Yes, it is, through our legacy programme.

Q25 Alex Cunningham: What proportion is actually getting to the sharp end?

Mike Diaper: Some £250 million of our investment over the next five years is for local funding. For example, we have improved 1,000 local clubs. The pavilion may have been falling down, which would have stopped everybody from playing sports, so we have rebuilt it. We have put drainage in to protect over 500 playing pitches. We also have programmes such as Sportivate, which give youngsters six to eight weeks of coaching, and then crucially find them somewhere to carry on with that sport long-term. Some £56 million of that money is going to a very local level, through county sports partnerships, to clubs and youth groups.

Q26 Alex Cunningham: I have been very proud to open some of those projects in my constituency that you refer to, so I know that you are actually talking on the money there. Andy?

Andy Reed: I think it is changing. There has been a shift back to working through national governing bodies to do that. From a teacher's or a head teacher's point of view, it can be quite a complex area when you step into this world. It has taken me 15 years to learn most of the acronyms that are involved in the sports world, and I am sure that over the next few weeks you will learn a few more as a Committee. So it can be complex, and what we are trying to achieve is a join-up between the school system and community sport. That has always been the weak link. When you get to the school-club link and people transition from the school environment into the local club, that is where we lose most of our individuals. We have never really quite got that right yet. The programme that you have, to try and join those up, hopefully could be the answer.

Mike Diaper: School-club links have sometimes been nothing more than a poster on the wall, and only the most sporty are going to go and follow that.

Q27 Chair: Alex's question was about the plethora of organisations and about whether, overall, it is too confusing or we broadly do have some sort of rational structure in which the poor benighted head of a small primary school, given a few thousand quid, can easily engage and do the best for her pupils. Yes or no? It has been said that what we have now, which looks pretty disordered at first glance, is better than what we had.

Sue Wilkinson: At head teacher level, they are telling us—I know you will speak to schools and I am sure they will tell you this—that 48 hours after the announcement was made their inboxes increased by 75%, with outside companies wanting to engage in the money. They had not even picked up on the fact that the money will not be available until September

or October. Although schools are delighted to be engaged in this at their level, they are looking to the Department for Education for some guidance on effective use because they are confused: can they use it for this? They do now know that it is ring-fenced.

Q28 Chair: Are you all nodding? Greater clarity, not a prescriptive order but a bit of clarity from DFE would be welcome by people at this stage. Is that right?

All three witnesses Indicated assent.

Q29 Mr Ward: On the structure, for a short while I thought I understood it because we had Sport England, and we had a regional level, West Yorkshire, and then within Bradford district we had five sports partnerships—six if you go up the Aire valley. The whole structure, the very close links and support with the schools partnership, working within the school, all for a while seemed really understandable. That has gone now and we are back to this something else. Wasn't that a structure that was understandable and of value? Presumably it is replicated across the country.

Chair: Have you anything to add to your earlier answer?

Mr Ward: We had a community sports network, which represented the district, and underneath that we had the five area sports partnerships and it worked very well.

Andy Reed: We thought the structure was working well. Clearly, there were issues for certain people around the level of bureaucracy that went with it; that was one of the suggestions for its cuts and demise. We all sort of regretted that. There has been a two-year gap and we are where we are now, and we have to rebuild a lot of that. It has shifted the money to the head teacher, which takes away some of that structure but, as we have just all said, now is for us to at least recreate some of that partnership working, to give them some clarity about how best to use the very welcome resources. None of us can deny that £150 million is probably just about the top end of what we would have expected or wanted to be put into that level. So it is about recreating that, unfortunately, but—

Q30 Mr Ward: You have no idea how many times as a Committee we have sat here and said, "We are where we are and we have to get on with it." But, there you go.

Andy Reed: I do apologise, I am a half-full sort of person: let's do what we can with what we've got.

Sue Wilkinson: May I say that Bradford was the first local authority to ask for support for its head teachers? I spoke there in April, and they were very passionate to continue. They are delighted to be empowered, but want some guidance.

Q31 Ian Mearns: Sue, I think your organisation has been critical about the impact and the effectiveness of the teacher release scheme, and we know where you are at on that. I look at the other two members of the panel: do you agree with that assessment, about the impact and effectiveness being poor?

Mike Diaper: I think what is different about the primary sports premium and the teacher release is that the primary sports premium is ring-fenced for PE in sport and must be spent on that. Also, I know that we don't have the detail yet, but Ofsted is going to play a role, through the section 10 inspections, looking at PE in sport, and through subject surveys to inspect, and schools will be reported. That, for me, is the key difference, and it means that we know the money will be spent on PE in sport.

I totally agree that head teachers and schools need some help. They need a wide menu because the needs of children will be different, but they need some help on how best to deploy that funding.

Andy Reed: With brevity, I agree. It is a good point. The potential for this new money is much greater than perhaps under the old system.

Q32 Ian Mearns: May we have a couple of sentences on the reason why your organisation has criticised the teacher release scheme?

Sue Wilkinson: Firstly, a lack of monitoring of where the money was spent. That meant for some it was not a priority and the schools missed out, which was a great shame.

Q33 Chair: So the secondary school just took the money? It was supposed to release a teacher to help primary, if I have it right, and it just did not do it?

Sue Wilkinson: We have some clear evidence. Head teachers were perhaps confused as to how to spend the money.

Q34 Chair: Maybe they were crystal clear but did not want to spend it on that.

Sue Wilkinson: That is why, secondly, the ring fence is critical. The independent view from Ofsted will evidence how well it is being spent.

Q35 Ian Mearns: Are there any particular opportunities and risks that you see arising from the primary sports premium?

Sue Wilkinson: I think the Government across parties have mitigated the risks because of the independence of the Ofsted inspections. Head teachers know it will be monitored, even in a section 5 general inspection, which is really important. The risk is on how equipped the Ofsted inspectors are to look at PE and school sport, because the focus has been on English, maths and science.

Andy Reed: The risk for me, however welcome the money and the power being given to heads, is on the lack of sustainability. The key for me is trying to get each school to get the mix right. They can probably buy in some staff, but actually they can improve their teacher training and the personal development of each of their teachers. If the £150 million a year disappeared in 2015—it is only a two-year programme—what would be left? For me, the measure is how sustainable the new system will be. Rather than just going out and spending your £9,000 to have the maximum impact over the next two years, it is about long-term sustainability. That is potentially the biggest risk of having it devolved at that level.

Q36 Chair: So your message would be, “Use the money to invest in your staff for the long term, because the money could dry up”?

Andy Reed: As part of that mix. I would not exclude the others, but it is a core part, as far as I can see.

Mike Diaper: I agree with Andy. The risk I see is that schools might be inundated with 50, 40 or goodness knows how many offers. For some schools it will be difficult to choose what is best. That is why I am keen to see many sports and other agencies working together to combine an offer.

Q37 Ian Mearns: Over the years, schools have been expected to do an awful lot of different areas of development work on a whole range of different schemes and initiatives and absorb it into the main. When you put the whole lot together it becomes very difficult to sustain.

Andy Reed: Yes. Our members and the national governing bodies have done an enormous series of programmes: the Lawn Tennis Association with the Aegon programme; the Rugby Football Union has the all-schools programme going in; and the Football Association has the Tesco skills programme. Enormous resource can come from outside, so they are available, but to be sustainable it needs to be integrated into a long-term path.

Q38 Ian Mearns: My next question was going to be about the longevity of the funding. We have a two-year programme, so am I getting that two years isn't enough?

Sue Wilkinson: Investment is always welcome.

Q39 Ian Mearns: You can say what you want, but no one is listening.

Sue Wilkinson: The legacy here is the sustainability of good-quality teaching and learning; it is not about just throwing the money, as Mike said, at all these offers. The head teachers must audit the needs. If it is about upskilling teachers, that is absolutely fine. If it is about transport and getting children to competitions because they have not been able to get to them, that is fine. But the legacy has to be based on good-quality provision because it will build whole-school improvement and address so many other agendas.

Q40 Ian Mearns: In a perfect world, how would you see the programme? It is all very well saying that you can have it in perpetuity, but if you want to design a programme to be sustainable going forward, how long would you see it working?

Sue Wilkinson: Research always says that it is three years for sustainability, but two years is a great start—don't take it away.

Q41 Ian Mearns: It is rightly argued that primary schools should be the focus for the additional resources. Is there an opportunity for additional resources held by secondary schools to be deployed more effectively to benefit their primary neighbours?

Andy Reed: Yes. Obviously that was one of the lessons of the SSPs. There is that sort of interconnectivity with those. From my point of view, primary is a great place to start. Going back to what I

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was saying right at the beginning about embedding fun and enjoyment in physical activity and sport so that it can be lifelong, that is what all the evidence shows. If you look at the commercial world, where do they target much of their effort? It is at enticing young people into their products, and sport needs to think like that. There are too many people who are put off sport and physical activity for the rest of their life by their experiences of school sport, so we need to do that. There are some dangers in not having the money. Take swimming, for example. I am sure the ASA would point out in the swimming survey the amount of school sport. The cuts make it very difficult now. Swimming is a compulsory part of the national curriculum. The figures are quite disappointing on the number of children who can swim by the age of 11. So there are some other pressures.

We would never say no to more money, but money is not always necessarily the answer. It is about integrating things and a simple joining up of the other Departments' involvement in sport and physical activity and a genuine commitment from the Department to say that sport and physical activity is a genuine part of the school curriculum and is very important. That in itself would be a massive signal that schools would work with. What is measured is important these days in schools. If a signal comes from the top that PE and sport is integral to what we want to see, that would be as beneficial for every head as just pure money.

Q42 Alex Cunningham: Sue talked about the huge increase in the number of e-mails that schools were receiving from anybody and his uncle offering various things. Is there any evidence that some schools may have just said, "That's an easy option. This guy's local. He does this. We can spend our £9,000 and we have fulfilled our duty," and wasted it?

Mike Diaper: I am sure some schools might have done that, but I think it is too early to know the impact. What counteracts that is knowing that Ofsted will come and look both through general inspections and through subject surveys. I truly believe that head teachers want to do what is best for their pupils.

Q43 Ian Mearns: To Mike in particular, how adequate was the original funding for sport for disabled children within schools? Is there a way in which we can measure success in that?

Mike Diaper: Through the School Games we have had particular focus on not just engaging able-bodied people in the competitions, but getting meaningful competition for young disabled people. Alongside all the mainstream funding between 2011 and the end of this financial year, we will have invested £3.6 million targeted funding into getting disabled youngsters involved. Through all of the competition there is a requirement that there is inclusive sport, so if you are offering athletics there should be an inclusive option for any youngsters who have a disability.

Right at the harder end of special needs or disability, we have sports such as polybat, which is an adapted version of table tennis, along with table cricket. We are trying very much to get there. We monitor how many youngsters are taking up those opportunities. At

level 1, in the school against school competition, there were some 14,000 youngsters in the first year doing that. We are having some success at that, but there is always more to be done.

Q44 Mr Ward: As my colleagues have heard me say before, I played quite a bit of sport when I was younger. I played tennis three weeks a year, which was Wimbledon fortnight and the week after. I would queue up to get on the courts because everybody else was doing the same.

I want to ask about the Olympic legacy. Sue, you said in your submission that in your view 2012 has had a limited impact, particularly in the take-up of school sports. What evidence do you have to support that?

Sue Wilkinson: We are working with colleagues in national governing bodies and clubs. Although some have actually gone through the roof in terms of participation, others have not. Obviously, with the cuts and staffing pressures from school, it has declined in some parts, so it has not been a positive trajectory across the country from our members.

Q45 Mr Ward: In terms of the Olympic legacy itself and the Government plans, are you aware of a clear plan for developing that legacy? We all know what was said before the games—the justification for it—but is there a clear Government plan, in your view, that it is being delivered?

Mike Diaper: In terms of youth and community sport, yes, I do think there is a clear plan. It is what we are investing £1 billion into between now and 2017. It is about helping more clubs and getting more people into weekly participation, and we are seeing an upward trajectory. Since we won the right to stage the Games in 2005, an additional 1.6 million people have started playing sport on a weekly basis; 750,000 of those came in the last 12 months. There is no room for complacency. We have to keep doing more, but I think there are some sound youth and community plans in place.

Andy Reed: There is an infrastructure there, ready to take on a lot of the increased interest. I think we did inspire a generation with the Olympics, and particularly in schools, I have seen that as being lifted. In our own research, we did work around the Paralympics and the potential upsurge in interest. What we found was a great deal of interest—so, hits on the websites for ParalympicsGB and the English Federation of Disability Sport. People were really interested, but we found in our club survey that that was not transitioning through and being seen, in terms of people turning up at the clubs. Quite often, it comes back to the disability question around schools. In that area in particular, we are still behind the curve. I think everybody would accept that however good SSPs and others were around disability and inclusiveness in school sports, we were late to the table with that. There is a difficulty in turning that interest into people actually physically turning up at their sports club, and all those other things, on a regular basis.

Q46 Mr Ward: Is there a regional difference? We visited schools in east London, literally a javelin's throw from the Olympic stadium. They were clearly

inspired by it, but they also had new facilities in the area that they were very much aware of and using. As one of our colleagues said, for many people the Olympic games were very exciting, and they watched it on TV, but it could have been Timbuktu—many miles away from London. Is there a regional variation?

Andy Reed: I have no evidence of that as of yet. As you know, in terms of interest, in all the evidence in the build-up to the Olympics, some of those regions, such as Northern Ireland, always had the greatest positive net results on their engagement with the Olympics.

There is a bit of a problem in terms of Olympic and elite sport being seen as a demonstration for those already taking part in sport, possibly encouraging them to do a little bit more. But there is a lot of evidence showing that, even at Paralympic and Olympic levels, it is a block for those people who are not physically active. If you see elite athletes performing, it does not inspire you, if you are unfit and unhealthy, to want to take part in that activity. So I think we perhaps got slightly carried away by the inspirational part of the Olympics, because it is hard work to get individuals who are not participating—even if it is only tennis three times a year, at least you are engaged in that, and you are low-hanging fruit with which to work. There are many more who cannot.

Q47 Bill Esterson: You have also hinted that we have not made as much of the Olympics as perhaps we might have. I am assuming it is still not too late to pick up on the Olympic legacy. What is the one thing that could be done to make the most of it?

Mike Diaper: I don't think it is too late, because I don't think legacy comes the month or week after the Olympics. It is about what is happening this coming summer, and in the summers of 2014 and 2015. The best thing we can do from the Olympics is to change people's behaviours and get more and more people involved in sport, for fitness, for talent, for competition—for whatever reason.

Q48 Chair: Okay, Mike. If you become Secretary of State for Education and the best friend of the Prime Minister all at the same time, so you can do whatever you want, what is the one thing that is most important?

Mike Diaper: I think it is giving stability in both school sport and community sport, and getting them to work more closely together.

Q49 Ian Mearns: There was some anecdotal evidence, immediately following the Olympics, that a number of sports clubs around the country, particularly in sports where we had success, did get a lot of local applications from people to try and get involved. Of course, there were significant capacity issues among those clubs to harness that enthusiasm. The trouble is that if you do not harness it straight away and get those people in, the interest will tail off. I had anecdotal evidence of that in the north-east of England. Was that the general picture?

Andy Reed: I heard exactly the same anecdotal evidence. I had friends who were phoning around coaches and ex-coaches. In hockey, for example, they had had a spike. Hundreds of people turned up at an open day, and they were just not prepared for the right number of individuals. I tried the same—I tried going on the handball website. I had played a few years ago and fancied another go, but the website crashed. It is the same sort of thing, because I did not then revisit, so I may have been lost to handball for that reason. So there were some technical and capacity issues. *[Interruption.]* Yes, I should try again, shouldn't I? But I think the general picture is positive.

Q50 Bill Esterson: Is there a fix to that problem? I think everybody has come across that issue.

Andy Reed: I think you would find lots of people who had really positive experiences as well. It is like the ticketing of the Olympics. We all like to moan about some aspects of it, but 2 million people went successfully and really enjoyed it. It is a bit of a British thing to moan about some of those aspects. Generally, from what I have seen, there has been an uplift in the number of people getting involved in sport, and that is coming through in the Active People survey.

Mike Diaper: I think with the best sports—you might have turned up and the club was full. Sale Harriers is always going to be very full and it is very elite. The best clubs would have then told you, "There are one or two other places within an easy distance." That is what the best sports did.

Andy Reed: There's lots of space.

Q51 Mr Ward: And, quickly, what is the importance of teacher training in terms of the Olympic legacy?

Andy Reed: Six hours has always been a bugbear. It has never been enough. If we are talking about sustainability and the risk, I would suggest that that is really important; because actually, the best thing you could probably do, if we are being realistic, would be to have a specialist in PE in every one of the 16,500 primary schools, by building it into the teacher training. I think that would make that largely possible. Therefore it has never been to me something that was out of our reach, to have a PE specialist in every school.

Sue Wilkinson: I totally agree with what Andy is saying, but it is not just initial; it has got to be a journey. You know, doctors just don't train once. It is ongoing if we want to sustain it and improve, and head teachers have to commit to that, that it is not just a professional journey in English, maths and science; it is right across the curriculum, or else they won't get whole-school improvement.

Q52 Mr Ward: I have one further question on School Games, which Mike has already mentioned; do you have anything to add? I don't know very much about the programme itself, but I understand there is limited funding through to 2015.

Mike Diaper: Its lottery funding and the Exchequer funding is confirmed until 2015. Certainly we would be able to continue with some lottery funding beyond that, but it is dependent on the spending review.

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Chair: Were the School Games a good idea? If the Government put money into something, the sector always likes it; the National Citizen Service was a big injection into youth provision. Generally with a Government new idea, the sector would tend to say, “Well, thanks very much, because without it we would probably get nowt.” The question remains, if you had that money and you could just spend it however you liked, would you have set up a scheme like this, or would you have spent it somewhere else? The risk is you say no to the one the Government want to give you, and get nowt; but the question still remains. If you had had the money that has gone into the School Games, would you have done the School Games or

would you have done something else which would have had a better long-term impact?

Andy Reed: I think we personally would have done what we are doing now, but the other way round—build the capacity in primary schools and then add on the School Games. It was at the time the cuts had taken place in SSPs, and therefore any Government injection into the school sports system was welcome. You said it perfectly; you wouldn’t say no to an injection, and competition is part of the mix, so why would anybody want to say no to that? But actually I think we would have done it the other way round.

Chair: Thank you, all three of you, for coming and giving evidence to us this morning.

Examination of Witnesses

Witnesses: **Derek Peuple**, Head Teacher, Park House School, **Linda Cairns**, School Sport Co-ordinator, George Abbot School, **Shaun Dowling**, Head of Sport, United Learning, and **Richard Saunders**, Chairman, County Sports Partnership Network, *gave evidence.*

Q53 Chair: Welcome. Thank you for joining us. We can carry on in informal style with the use of first names, if you are all comfortable with that. It is very good of you all to turn up today. In terms of school sports, how much of success or otherwise in a school is just down to the interest and will of the head teacher? Is that the key difference; some heads just aren’t that bothered, and therefore it is not very good, and where they are bothered it can be excellent? Discuss.

Richard Saunders: I think there are examples where if the head is not engaged it is harder to make the system work, but it is not necessarily about just the specific influence that the head will have, which will clearly be a dominant part of it; it is the rest of the system that is wrapped round it. I think the message is that that system pushes into the school, which is important. I think we heard in the early session some of the positive messages about what it can do for whole-school improvement, what it can do for health, tackling some of the issues around obesity, etc. By strengthening the whole network around schools and by integrating on a continuum community sport and school sport, we will all have an opportunity to put messages into schools that will be picked up by parents and governors that may put pressure on those head teachers who say that it is not for them.

Derek Peuple: I would echo a lot of that. I have been a passionate advocate of the influence of PE and school sport on whole-school improvement for a significant number of years, but it is about how those head teachers then operate within a clear, constructive and helpful framework to ensure that those key messages are shared. The phrase used in the first session was “banging heads together.” Hopefully, it is about bringing heads together in a collaborative and supportive network. The primary school sport funding premium does offer an opportunity to do that if it is appropriately supported.

Q54 Chair: Of course, what we do as a Committee is to pick an area for inquiry—we are free to do whatever we like—and then conduct visits, hold oral

evidence sessions and take written evidence. We then write a report making recommendations to Government, and they are obliged to reply to us within two months. We should not end this session without you telling us the things that you would like to have in our report. The business end of what we do is recommendations to the Government, so if there is any recommendation, no matter whether it is small or technical, that you think will make a difference at the margin or is central and transformative, then do make sure that you tell us what it is and hammer it home to us, because we are looking for ways to improve the situation. We want to recognise what is good now that should be protected and what needs to be challenged and changed. Maximum clarity in that would be useful. I will now hand over to Bill.

Q55 Bill Esterson: We were talking earlier about whether the school sport partnerships had been a success—or to what extent they had been a success. The Australian Sports Commission said that it was astounded that that had gone, and Sport New Zealand described SSPs as “a critical success factor in creating this world-class sport system for youth”, although we did hear some concern about the drop-off at the age of 16 as a result of the involvement of SSPs. What is your assessment of the success or otherwise of school sport partnerships?

Linda Cairns: I think I should start on that one. I think they were very variable. There were some very good ones and some not so good ones. Some of them have still carried on. There are one or two examples that have been talked about in Stafford and Stone where very dynamic and entrepreneurial partnership development managers have kept them going, but they are very much in the minority. In the majority of cases, the system is tailing off and there are one or two school sports co-ordinators such as myself left.

The strength of the school sport partnerships was in making the school to community club links that Mike talked about happen, and that is what I see as not happening now nearly as effectively as it happened then, and also the very effective networking that

happened between primary and secondary schools to the benefit of both types of schools. The primaries benefited by having the input and the support of their secondary, and the secondaries benefited by having the leadership opportunities—they sent in their secondary leaders to their primaries to deliver activities. It was a great system where everybody gained.

Q56 Bill Esterson: So in some places those changes have been sustained?

Linda Cairns: Yes.

Q57 Bill Esterson: But there is patchy evidence of that throughout the country?

Linda Cairns: Yes. And I am here to represent an area where it has not been sustained.

Q58 Bill Esterson: Would others like to comment?

Shaun Dowling: Certainly, from a United Learning perspective, we have independent schools and state academies around the country. All of our schools are committed to this Olympic legacy, and our advice and encouragement to our schools is that they do work in local partnerships. Certainly, when it came to sport premium money, our recommendation to our primary schools was that they invest in the local infrastructure that is around. So we encouraged our schools to work with their local community of schools and to use some of that investment to that effect.

Q59 Alex Cunningham: You encourage them, but is that happening? How many? Is it a high proportion or a low proportion? Is it 80%?

Shaun Dowling: I have been in post six weeks. Part of the reason for the creation of this post is that we ran a United Learning panel survey and 2,000-plus students responded, 69% of whom said they wanted to participate more in new sports. Part of my role was to take those intentions into behaviours. One of the aspects of my role is to work with our primary schools on that. I spent half an hour with Southway primary school in West Sussex last week. They have identified the pupil progress needs for their school and the staff development needs in physical education and school sport. They have made a submission to their local hub school saying, "This is where we would like support. What will be the cost of providing that support to us?" It is actually happening on the ground. That is a really good example.

Q60 Mr Ward: I have a question about the survey. You have evidence that 60% of those in the survey said they wanted to participate more. Have they done so?

Shaun Dowling: Part of my role is to support the schools in taking those intentions into behaviours. I can give you some examples of where they definitely are, which links into a previous question about sporting uptake. Bournemouth collegiate school, where I was yesterday, have had a threefold increase in their school volleyball club since the Olympics. They set up a triathlon club in the school which is now a community-based club as well, such is the increase in interest in that sport. You can go to

Shoreham academy, where handball is massively on the rise on the back of the Olympics. It is absolutely happening, and not just in Olympic sports but in Paralympic sports as well.

Q61 Chair: I will cut you off there, Shaun, if I may. The original question was whether the loss of the SSP infrastructure that was taken on—when the SSPs were in place, it was patchy. Some were excellent, some were poor. We hear it is patchy now. The question was whether we have lost significantly as a result of the ending of the school sport partnerships. What are your thoughts on that, Richard?

Richard Saunders: We clearly have lost something that was there, but my feeling is that other systems are starting to emerge which are defined locally. A big part of that, from my perspective on the county sports partnerships, is how engaged as individual networks the school sport partnerships have been in a wider agenda. When that has been the case—when the funding went, and the spotlight was on those networks to see how they would react—those that have had the support of the local authorities and a wider network of partners are probably the ones that have been helped more to sustain them. They do not all look the same, of course, but it seems to me and my colleagues in the network that it is key that whatever that replacement structure is, it should enable effective communications between primary and secondary schools, and allow that to continue.

Derek People: I think Berkshire is one of those partnerships which creatively sustained itself. I think the success of the delivery of our School Games, the outstanding multi-sports festival in the south, was based on the quality of those long-term relationships and of primary and secondary working, but also, as Richard is pointing out, on the quality of relationships between the group of school games organisers and their predecessors within the school sport partnership, the county sports partnership and other stakeholders, so there was a coherent and clearly understood structure.

One key point in terms of taking this forward—I reference the concept of a local organising committee to a strategic organising committee—is to have a holistic overview of how young people are on a journey through primary and secondary school and out into the community. That is a key legacy of the transition from school sport partnerships, which probably were variable in quality, to a coherent and strategic body that can drive PE and school and community sport forward.

Q62 Bill Esterson: Can you explain how this differs from SSPs? I think you are saying that it is the formal nature of it, so you have a much more consistent approach around the country. Is that what you are talking about?

Derek People: It would obviously be ideal if there were a coherent structure to a network. Clearly, that would be open to local interpretation in terms of what the overall membership would look like, but I think a point was made earlier about elements of confusion about where particular key decision makers and funding streams may be. If there was an opportunity

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to clarify that through evolution of the school sport partnerships into the committees that have been developed to deliver School Games where there are overlaps with those personnel in areas, and then develop that as a legacy project to bring together school and community sport, that would be very powerful.

Q63 Bill Esterson: Have you analysed how much it is likely to cost and what the comparison is with the cost of school sport partnerships—both the financial cost and the number of people who would be involved in running it?

Derek Peuple: I think the opportunity will come with the first tier—the quality of partnership working from primary to secondary schools through the PE and school sport premium. That will be the first element. At the second tier, the concern is that we will not have that teacher release model and it will be down to individual schools to make decisions about where that funding is directed. At the third level will be the quality of local working relationships between county sports partnerships, national governing bodies and the school sector. Some clarity about that would be really helpful.

Q64 Bill Esterson: So it is not particularly a question of funding?

Derek Peuple: No. Clearly, continued investment will be significant and advantageous, and we are funded until 2015. Certainly a bridge into Rio would be particularly helpful as a legacy, but it is about creating the capacity to make those structures sustainable, through the training of primary PE staff and so forth.

Q65 Bill Esterson: Have other models been shown to be effective in delivering school sports? Shaun mentioned what is going on within your academy chain, but are there others across the country? What evidence is there of this?

Linda Cairns: I can't suggest another model, but I can say some ways in which the current process in the School Games is not working so well and communication is not working so well.

Q66 Bill Esterson: How would you suggest improvement, going back to Graham's point at the start?

Linda Cairns: I think improvement in communication because, with all due respect to my School Games colleagues whom I work with in my secondary, since the primaries no longer have their primary link teacher they no longer have a person who is devoted to PE. They just don't have the communication channels, so where the School Games organisers are trying to deliver the School Games and inspire the primaries to take part in additional competitions, the primaries have gone into shut-down and are saying that their PE co-ordinators are just like their history co-ordinators: they are class teachers and they cannot take on all the extra stuff in addition to teaching their classes. They can perhaps cope with the little local network of their football and netball fixtures and the odd tag rugby festival, but they can't be bombarded with other School Games ideas because they just don't have the

resources to take advantage of them. I don't think the School Games organisers have the long standing and networking with the primaries to be able to get messages through.

Increasingly, in the secondaries, the School Games people do not have the communication channels because they were previously with teacher release school sport co-ordinators who are diminishing.

Richard Saunders: I personally think that there is no CSP manager in the country who doesn't feel that part of their responsibility about how that jigsaw fits together wherever they live is a key part of our job and our roles. Therefore, I would expect in each county area you could talk through to the CSPs to understand what local solutions are on the ground at the moment, and how things are changing because different models are emerging. It is our day job in a sense and the role of the county sports partnerships to be thinking about how those things work.

Q67 Bill Esterson: Do you have the resources to do the job?

Richard Saunders: We have resources to do what we are currently asked to do. If a greater role was needed in order to have that ability to make sure the system is pulled together and therefore the demands were more, we would need more resources. It is proportional to what is required, but you have 49 points of access to do that, based on what my colleagues are saying here and were saying earlier—that we are looking at an integrated system. It has to be a joined-up approach.

Q68 Bill Esterson: Shaun, you were telling us about your experience with the ULT academy chain. Is there something other schools can learn from this, particularly when they are not part of a chain of academies?

Shaun Dowling: One of the interesting things that we have learned from our experience thus far is about the integration of independent schools and academies. We are quite unique in our academy group, in that we have independent schools and academies and the integration of them working together. There is a huge appetite among our schools to work cross-sector. We would be very interested to feed back to the group in a few more weeks when we have seen more of those schools and heard at first hand what they are doing—to report back further on that—because it is a really interesting area of development that's emerging.

Q69 Chair: How has that come about? In terms of lessons for other schools, is a certain approach required? What could the head teacher of a maintained school viewing this on Parliament TV learn from your experience? Whom do they need to pick up the phone to and what do they need to say?

Shaun Dowling: The second part of that is a very interesting question. We have found a real openness among our independent schools to work collaboratively with our academies and vice versa, so there is a real will on the ground that we are about improving the physical education and school sport opportunities for all young people. Certainly within United Learning, we want every young person to have

an outstanding experience in PE and school sport, no matter which of our institutions they attend. In terms of that element of open doors and of working together—collaboratively—on projects, an example would be the Regis school, which is a water sports hub. One of its first points of contact was with Surbiton high school, which already had an established strength in rowing. They are working together with other academies and other independent schools in the group to develop water sports collaboratively—together—for the benefit of all the young people.

Q70 Bill Esterson: So it can only happen where there are academies in place—where they already have these arrangements. What happens where—

Shaun Dowling: No, not at all. We are fortunate in the sense that United Learning has invested in this role further to develop that work and to make that happen across the country within our group, but I am sure other academy groups will be doing similar work or other groups of schools, similarly, will be working with their independent colleagues.

Q71 Neil Carmichael: Good morning. I thought we should move on to the primary sport premium, as some money is actually being spent. Do you think the Government were right to focus all this effort on the primary school heads, given what you have just been talking about in terms of the importance of heads?

Shaun Dowling: It is absolutely right to put the focus on primary-phase physical education; that is absolutely the right thing to do. As has been mentioned already, the support for those head teachers to make the right—wise—investment with that money is absolutely critical if we want there to be a sustainable, enduring legacy in teacher quality and teacher confidence and therefore impact on pupil progress. It is definitely the right area. We are delighted that the money is there. We are completely delighted that it has been ring-fenced. The accountability through Ofsted as well is a real boost.

Q72 Chair: Does anyone disagree with any of that? Should it have gone to the heads to spend, and shouldn't have been ring-fenced? Should it have been put somewhere else, secondary to support primary, or into a network function away from the primaries? Does anyone disagree?

Derek Peuple: I think that partnership working between primary and secondary will come out of this arrangement, and certainly where there are those established and long-term relationships with the trust. Certainly within Berkshire, we have held briefings and we are getting a reflection of a 90% to 95% buy-in to effectively a series of service level agreements, but creating and providing the autonomy for primary head teachers. It is no good putting on all this brilliant continuing professional development if they do not have the resource then to be able to release their teachers to attend that. That is absolutely critical from the point of view of sustainability and the development of the primary work force, as has been indicated. I think it is absolutely the right thing to do in that respect.

Richard Saunders: I think it is the right age group and our colleagues will make sure that that works appropriately, but I also think it has to sit within the total continuum that starts before school, so there needs to be a vision about what is happening with our very young children before they get into school and then what happens as they go out. People should be able to articulate that. It might look slightly different in different areas, but that continuum is very important. The helicopter view there is one that the CSPs can offer, to put that continuum together.

The other continuum that is as important is the continuum out of school into the community, which is a key part of what we have been talking about. It is about the clubs reaching into schools with coaches who will be able to work with the right level of quality and standards to meet the needs of the premium. My view, and the view of the CSPs, is that all of it needs to be child-focused and young people-focused. There then needs to be a broader holistic approach to make the good bits really work well.

Q73 Neil Carmichael: You have raised two points, Derek, regarding almost vertical integration with secondary schools, and so on. There is a mechanism for that, so one would hope that this money will be spent with that in mind to a large extent. A continuum theme is obviously something that applies to literacy, mathematics and everything else, so it is something we would want to encourage across the piece. Does everyone agree with that?

Linda Cairns: I don't entirely agree. I sit here representing a secondary school, and my view of our secondary school and a lot of other schools like it is that in a secondary the PE department is delivering core PE, academic PE to A-level and GCSE, and fixtures. PE departments do not have very much capacity, without the support of the school sports co-ordinator, to deliver a lot extra—all the additional participation sport and all the other things. Hopefully, there are going to be a lot of primary kids coming up after this investment keen to carry on the participation sports that they have been doing, and there could be a big shortfall to take them forward when they get to secondary.

Q74 Neil Carmichael: The secondary schools will have to recognise that and recalibrate if appropriate, because they have more autonomy to do so.

Linda Cairns: They have, but ultimately they are judged on their league table standings and their Ofsted performance; they are not judged on all the extra-curricular sport they deliver. So, academically high-achieving schools will have to make a judgment. The head of my school is very supportive of PE, and we have taken a lot of initiatives to do extra-curricular PE, but it is always a juggle and it is always a balance.

Q75 Neil Carmichael: To return to the primary sector, what about the advice for heads, especially from independent sources? Does anyone have a comment on that? Of course, not all heads know everything about sport, so they are going to need some advice. Where is it going to come from?

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Richard Saunders: I think, again, the county sport partnerships are ideally placed to have a view on how the advice in each of the areas can be deployed. The answer to the question of what the advice will be is this: do not jump too soon in terms of what you expect the funding to do and how you are going to access it, because it will not be available until the autumn. Again, it goes down to a local view that needs to support those primary teachers, but the Youth Sport Trust, Sport England and national organisations need to get their act together to be able to give some policy and principle guidelines that can then be deployed locally, and the CSPs can do that.

Shaun Dowling: I think that has already happened. The Youth Sport Trust has contacted every primary school with sound, sensible advice about longevity and sustainable use of that money. I know that has happened on the ground.

Derek Peuple: If I may give a local example of that, we had communication between our county sport partnership—Get Berkshire Active—the Youth Sport Trust’s regional representative and myself as the chair of the local organising committee. We held a county-level briefing with an invitation to all primary heads and their representatives, which we followed up with Berkshire’s unitary authority. So there were briefings within west Berkshire, Slough, Reading and so on. From that dialogue we are bespokeing a local menu of support for those primary schools based on the feedback, which has worked effectively in bringing together the key stakeholders.

Q76 Mr Ward: Neil, may I quickly bring in the shelving of the reporting target at the same time as we have additional resources going in? Linda, you mentioned earlier that, in effect, what doesn’t get measured sometimes doesn’t get done. What is the likely impact of the removal of that target?

Linda Cairns: Are you referring back to the old partnership participation target?

Mr Ward: The requirement on schools to ensure that they are Ofsted-able has been removed.

Linda Cairns: I think there are a couple of issues here. Ofsted, of course, works on a much longer cycle than the two-year funding we are talking about. Some schools go five years between Ofsted inspections, some of which is a worry. My colleague who was on the first panel referred to the quality being more important than the quantity, which I would support. I would also add that I am very pleased that this funding is going into primaries, because that is where it is needed. At secondary, we have seen children coming up who have not had the good grounding that they are now going to get. For me, no amount of Sportivate funding to try to get them interested when they are 14 is going to compensate for them not having got interested at primary, so I am totally behind it.

Q77 Neil Carmichael: Are there any risks or opportunities with the scheme?

Chair: Primary sport?

Neil Carmichael: Yes.

Shaun Dowling: It would be even better if we were able to secure that funding over a longer period of time. While we are pleased and delighted it is there,

it could be that in two years it is a sticking plaster or a “fill the gaps” kind of model. What we really want is that investment in initial teacher training and in primary schools—staff development that really needs to be more sustainable than two years. When our chief executive meets with our academies, they talk about a five-year plan.

Q78 Chair: It is a question that you might throw back at us; we are the politicians. Why is it that Governments do not put things in place for sport for the long term? Why do they keep doing things over a short period? The school sport partnerships might have been ended by this Government, but they had not been set in place to be permanent. There seems to be some sort of refusal to say, “We need sport; we need it for the long term. There is the amount of money we think we can afford. Get on with it.” Any idea? Why is it that sport is the sort of thing that, when you get some political pressure, you find some cash and throw it at it but never promise a lot?

Richard Saunders: It may be that in the last few years, and before the Olympics, the agenda was too narrow, and it was around sport and schools. Now the agenda is much broader because we bring in the health issues, and we know that sport can contribute in all sorts of way to sustainable communities, economic growth and so on. That is a shift that sport would like to put back to politicians, to say it is now time to see it as a much broader agenda.

Q79 Chair: We have not heard that particularly strongly from you today. I would have thought that if I was in the sector, I would want to be saying, “You wanted to do the Olympics. You threw some money at it. Then we ran a bit short and then it got embarrassing because it looked like it was all falling apart, so you found some more. What it needs is long-term sustained investment—probably at a level that we think is too little and you think is too much. At least put something stable in place that means everything can work over time and they know where they stand. Do not use sport as a political football for the pressures of the moment.”

Richard Saunders: Absolutely. And also, in my view and in that of the CSPs, look at it as a continuum; don’t just look at segments. Even though I totally understand that we are here today to look at school sport, by just putting school sport in a box, which we did in the past with school sport partnerships, and then having something over here called community sport—that is the way the landscape was described three or four years ago—we have created an artificial and unhelpful split between the two. Whereas, as Mike Diaper said, if we focus on children and young people and we bring additional local resources to help schools, that is where we will multiply the legacy.

Q80 Chair: Are you all in broad agreement on that?

Linda Cairns: Yes.

Q81 Neil Carmichael: Following on from that, apart from the obvious answer about resources, how can we embed sport in primary schools and therefore secondary schools? We are talking about something

that could end in 2014. The SSPs did end, and so on. Instead of worrying too much about what has begun and what has ended, we should focus on how we do that embedding process.

Shaun Dowling: Do you mean physical education?

Neil Carmichael: Yes.

Shaun Dowling: In terms of physical education, the point that was made earlier was about having specialist PE teachers in primary schools. To get to that 16,000 figure is a very long road. Certainly, for all primary schools to have access to a specialist PE teacher who is primary trained in a physical education specialism would be a progressive step towards that ultimate ambition.

Q82 Chair: How long would it take us to get there?

Shaun Dowling: That could be achieved relatively quickly.

Q83 Chair: By 2015?

Shaun Dowling: Yes, you can make progress towards that by 2015 or 2016.

Q84 Siobhain McDonagh: Is it right to have competition at the centre of school sports policy?

Linda Cairns: May I answer that? I would say competition is a key part, but if we put too much focus on competition, we are missing out on delivering sport, PE and physical activity to the large majority of our children and students. When you offer more and more competition, you are offering it to the same select, top, able athletes, so you have the same players in your hockey team, football team, rugby team and athletics. They are the ones who come forward and the majority that you want to get active are not engaging. I am glad to see the primary emphasis is on participation, and I think we should take that forward.

Derek Peuple: I would agree with that. Clearly, once it is grounded, it does galvanise and focus attention, but it is about that physical literacy that was referred to earlier. It is about participation, because you have to give young people the opportunity to sample a range of sports before they necessarily decide on a competitive or indeed a recreational pathway through competition. It is also about that wider educational improvement agenda. For example, in the context of school competition in the School Games, we got fantastic buy-in from our primary and secondary schools, because we were developing our young leaders. We had a residential academy for them. They were filming a documentary of the games, which matched their GCSE coursework. We were developing cross-curricular competitions in the primary schools to design a mascot to perform at the opening ceremony. So it is one strand in inspiring a generation around physical activity and sport.

Richard Saunders: It shines a light very clearly on what is going on locally and it allows that to be physical. It is important, because it does that, and we know we have to get at levels 1 and 2 where it gets a lot more young people involved. It was described by a head the other day as a skeleton that we should hang other issues on, which I think is a part of what Derek was saying. You've got it; it's physical. The rest of the world understand it, so the media understand it

and you can take advantage then. Again, it is locally determined in the sense that bits of the jigsaw come together in different ways, but you use that to focus other work and resources, and you bring health into it and work with volunteers. It is a fantastic tool and it needs to be broadened.

Shaun Dowling: Our ethos at United Learning is to bring out the best in everyone. Although we believe that every young person who wants to have a competitive opportunity in sport should have that access and should be able to do so, we do not believe that competitive sport only is the best route to the best in everyone. Helping to promote physical activity and physical exercise, whatever shape that forms for that young person, and whatever engages them into a lifelong participation route, has to be the best way forward. So it is a crucial tool, a really important tool, but it is only one of the strands from which we work in physical education and school sport.

Q85 Siobhain McDonagh: At what age should focus on competitive sports begin? Is it appropriate to have competitive sport in primary school?

Linda Cairns: Yes, I think it is. Children are naturally competitive and I think it is false to try and organise sport without having any competition.

Q86 Chair: At all ages?

Richard Saunders: I would agree totally.

Chair: If we all agree, we will move on. We have very little time.

Q87 Siobhain McDonagh: Linda, would you tell us about your concerns that many young people will disengage with sport on the transition to secondary school? Is school sports policy sufficiently joined up across the key stages? What approaches can you suggest to overcome the problem?

Linda Cairns: I don't think it is joined up now. I think it was joined up. I think there will be insufficient capacity at secondary schools to meet the demand that hopefully will be generated as a result of this successful primary initiative. Secondary schools simply do not have enough capacity to deliver sport to all their students. There is no incentive for teachers outside of PE departments to deliver sports clubs. In my school, there are not enough people, not enough facilities, not enough rooms and not enough fields, so it is a challenge. We can do more; we just do not have enough teachers.

Q88 Siobhain McDonagh: Shaun, are there any lessons on competitive sport that the independent schools in the ULT chain can teach the academies, or vice versa?

Shaun Dowling: I think it is very much a two-way process. You are quite right there. I have been in post six weeks at the moment, and I have got more visits planned over the next two weeks. I will have seen over 50% of our schools by then, so I would welcome the opportunity to feed back into the inquiry when I have even more evidence for you. I think there are lessons to be learnt both ways and there is an emerging picture, but I would like to gather more evidence.

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Q89 Siobhain McDonagh: To what extent can state schools benefit from using the facilities, equipment and grounds available at private schools to offer wider opportunities to their pupils, including the élite and the general school population?

Chair: Shaun has kind of answered that already. Does anyone else have any thoughts on it?

Derek Peuple: We have used two other independent partners to host our School Games because of the quality of facility. We have independent school representation on our local organising committee and work very closely with them, and similarly to what Shaun said, with the Youth Sport Trust, work is currently being undertaken locally to look at how that mutual working together can be of benefit to those sectors. But it has essentially been, for us, about facilities used at some point, with a degree of engagement from the independent sector in the games.

Q90 Alex Cunningham: A final question to Linda. You have done a grand job of selling the role of the school sports co-ordinator, and the Chair has asked that we have very clear recommendations going forward. Is the demise of the school sports co-ordinator one of the major things that has taken the glue away from the whole system?

Linda Cairns: I think that linking role has. I am not saying that I would necessarily advocate bringing back the partnerships. If something has gone and we are looking forward, we have to move on, but the key linking role—somebody who can link primaries to secondaries and all schools to clubs and community sport—is lacking. That needs to be mended. The county sports partnerships are doing their best, but they do not have the buy-in from schools. I do not think in my area that they have the communication channels that the school sports co-ordinators had.

Q91 Mr Ward: May I ask Richard some legacy questions? You have done various sports programmes in London, but you were also in Oldham some time ago. Do you think, in Oldham, that the impact of the Olympics will be the same as in London and the south-east?

Richard Saunders: Yes, I do. People were inspired all over the country for all sorts of reasons, and Oldham is a good example. In Oldham, when the funding disappeared, the authority came together. I think early on you mentioned community sports networks, which is broadly a notion of the right people in each local authority area, at that strategic level, coming together to find a solution. Oldham has done that, bringing together resources to keep the network. It is not the old school sport partnership per se, but it is the network that allows people to communicate and for us to link together. I think they will be totally inspired and they have worked well, in Oldham in particular.

Q92 Mr Ward: Shaun, in your survey you touched on the general agreement that the Olympic legacy exists in terms of an increase in competitive sports.

Shaun Dowling: Absolutely. We have just recruited six sport ambassadors to keep that momentum going across the group—but when you say competitive sport, one of them is a mountaineer, for example, one

is from synchronised swimming, and one a world champion in bobsleigh. It is from across the range of physical activity that we want to promote to our young people. They are not just competitive sports people. We have seen increases in sporting uptake across our group of schools on the back of the Olympics. Interestingly, a couple of schools have also said that they did so much work building up to the Olympics that you are not going to see a massive post-Olympic spike, because the work was already in progress leading up to it. It was a really interesting conversation with schools on that.

Q93 Mr Ward: The School Games were referred to in the first session. Do you think that was an effective way of delivering the legacy, and what are your reflections on the fact that the funding is for a limited time?

Chair: Would any of you not have spent the money on the School Games? Would you rather have done something else instead, or are you all enthusiastic?

Linda Cairns: For me, I would say that the School Games are, to some extent, a rebranding of stuff that the local sports associations were already organising—their fixtures. To another extent, it is an offer of sports that are outside our normal delivery that we are just not able to take advantage of. So I would have to say no. In fact, my school came second in the first year of the Surrey School Games and we had not knowingly entered anything or done anything.

Shaun Dowling: May I add to that by talking about the three differences I would pick out about the School Games to what may have existed beforehand? One is the emphasis on leadership, coaching and volunteering with young people. I know that our schools have engaged completely in that. It is about broadening out that work force that the schools have to call in. The second is around disability sport, which has been given a significant boost through the School Games and the work there. There are also the benefits of the link of school sport to the wider curriculum. Derek alluded earlier to media teams and the work that has gone on through the School Games in other curriculum areas. Those three things are key distinctions that were not in existence before. They should be applauded.

Q94 Chair: Are you all in agreement on that?

All Witnesses: Yes.

Q95 Chair: So the message to politicians and whoever is in government and is in charge—things change fast here—is that the School Games have real capacity to deliver not only competitive sports but things on a broader basis, and you are all enthusiastic about the potential.

Linda Cairns: Certainly the disability side of it has been very good.

Derek Peuple: May I add to Shaun's points, which were reflected in Berkshire. There is also the opportunity it gives as a focal point to bring together school and community sport and begin to focus those pathways through into club activity. It has heightened that potential link.

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Chair: Brilliant. Thank you all very much for giving evidence to us today. With four of you it is quite hard, but we have covered a lot of ground thanks to the quality of your answers. If you have any further

thoughts, particularly in terms of recommendations to the Committee that you do not think you put over today, feel free to write to us.

Examination of Witnesses

Witnesses: **Jonathan Edwards CBE**, TV presenter, world record holder and former Olympic Gold medallist, **Lynne Hutchison**, Team GB, gymnast, **Daniel Keatings**, Team GB, gymnast, and **Rachel Smith**, Team GB, gymnast, gave evidence.

Chair: Good morning. Welcome to this session of the Education Committee.

Mr Ward: May I just say that some of us have to be in the Chamber at 11.30, so don't take it personally if a couple of us disappear.

Q96 Chair: It is a great pleasure to have elite athletes with us today; some are more recently elite than others, but they are people of great talent in any case. Thank you very much for coming. We have a jumper and gymnasts. How important was the PE teacher in your life? People say that everyone remembers their best teacher. In your case, did a teacher play a part in setting you out on a path to elite sporting activity?

Daniel Keatings: When I was in school, gymnastics was obviously not a high-profile sport and we did not have the necessary equipment in the school to get most of the qualities of gymnastics. I had to go after school to a gymnastics club to gain the experience and great coaching to move forward.

Q97 Chair: So it was the club outside that was the big trigger for you. What about you, Lynne?

Lynne Hutchison: I started rhythmic quite young, in year 1. My coach came in for a workshop. That's where she invited me to a club outside; otherwise I wouldn't have known about rhythmic.

Q98 Chair: That's been quite a theme today, this trying to get the co-ordination between clubs and schools. Schools can sometimes be quite stand-alone in trying to get that co-ordination and mutual understanding between the club and the school. It is an important part of introducing people to it. It obviously worked for you, Lynne. What about you, Rachel?

Rachel Smith: I was a rare case. We had a rhythmic gymnastics club in my school, which not many schools have. It was a good starting point, and I was then recommended to an outside club. People within my school liked to know about the sport. It's not a very well known sport and it was so rare to have it in primary school. I started at primary school, so it had a big impact on me.

Q99 Chair: Great. What about you, Jonathan?

Jonathan Edwards: School sport was instrumental in me becoming an athlete. I was privately educated and sport was a huge part of the curriculum, probably as important as the academic side of things. I got to do gymnastics and did the BAGA awards, but I was terrible. The school had the three As award scheme where you tried all the different athletics events, and

that is how I found out I was good at the triple jump. I wouldn't be sitting here if it weren't for school sport. It's as simple as that.

Chair: Some of you will have heard, and Jonathan was here throughout, that the Committee is a group of cross-party MPs—Labour, Liberal Democrat and Conservative. Our job is to hold the Department for Education to account, to scrutinise what it does and to make proposals. We typically do that by holding an inquiry like this and then writing a report on the subject and making recommendations to the Government to make sure they protect the good things we have now, and make proposals for changes for the future. If from your personal experience there are things you think are important and should be protected or changed, please feel free to communicate that to us today.

Without further ado, I go to Craig.

Q100 Craig Whittaker: Good morning. I know that you have all said that you got involved in clubs outside, but I want to drill down a bit about how you were spotted, whether it was through a teacher in school, and at what age. Was it you, Rachel, or Lynne who was nine?

Lynne Hutchison: I was six.

Rachel Smith: I was also six.

Daniel Keatings: I was five.

Jonathan Edwards: I was a late starter. It was not through the club system; it was entirely at English schools. Only when I went to university did I get involved with clubs. It was entirely through school.

Q101 Craig Whittaker: Was it a teacher at school who spotted you and pushed you to go outside where the facilities were; or was it, as we have heard, someone coming into the school through a workshop?

Rachel Smith: The coach who was teaching classes at my school was a gymnast at a local club, and she spotted some sort of talent and sent me over because I needed more training, and the training in the primary school wasn't enough to progress on talent. It was just recreational and after school. She thought there was something special, so she moved me on to someone she knew.

Lynne Hutchison: In primary school we had a sports week once a year when people from all different sports came in from outside school, and one of them was from rhythmic gymnastics. I got spotted through that.

Daniel Keatings: Obviously, I was really young and it was through my parents. They wanted me to get involved in sports and thought gymnastics was a great

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start as it provides the attributes to go into many different sports because of balance, conditioning and so on.

Q102 Craig Whittaker: Is competition from an early age in school good or bad?

Jonathan Edwards: I think it depends on the culture of the school and how that then becomes a basis for acceptance or otherwise. I can think back to the bad old days of the private school system when it was very élitist and if you were good at sport you were part of the in crowd, and if you weren't you were perhaps less so. Then there was a swing against that and competitive sport went out of fashion. I think you need both. You need an all-inclusive environment where you can take part and enjoy it, and you need opportunities for those who are good to pursue it competitively. It is not either/or; it is about an overall culture, how you approach competitive sport, and where it fits into the entire picture of sport and physical education provision.

Q103 Craig Whittaker: Does anyone have a different view?

Rachel Smith: I agree with that. When I was at primary school we had sports days when you were given the opportunity to compete against other people, and then the school would ask you if you wanted to do bigger competitions outside school, so they gave you the chance to be more competitive or, if it was just for fun, more recreational. There was always the chance to do both.

Q104 Craig Whittaker: At a young age you went to clubs outside and someone spotted something in you. At what age did you decide that you wanted to pursue your sport to the level you have?

Daniel Keatings: Obviously, through school I tried loads of different sports—football, rugby, athletics—and when I was 11 my coach realised that I had something special so he sent me to an international competition where I did pretty well, so from that age I wanted to concentrate on gymnastics alone.

Q105 Craig Whittaker: What about you, Jonathan?

Jonathan Edwards: I was very old. I didn't start doing it seriously until I was 21. When I was 18, I went to university. The sport wasn't professional when I was young; there was no lottery funding, so it was a very different landscape. I had to hedge my bets and get a decent education before I decided to have a go at being a full-time athlete.

Q106 Craig Whittaker: What about you two ladies?

Lynne Hutchison: For me, my first national competition was when I was eight. From pretty much then, perhaps a couple of years after that, just rhythmic gymnastics.

Q107 Chair: Was there a tension between pursuing your sport and doing your school work? Or did you feel that being a success in sport, feeling like you were getting something and doing well gave you confidence and improved your academic work?

Lynne Hutchison: I wouldn't say it improved my academic work, but I've been careful to keep up both. Since I was in primary school, I've had to miss school to go on camps and stuff, which got me into a habit of balancing. I did that from when I was young instead of going into it in secondary school when the workload was more.

Rachel Smith: It's the same with me. If the teachers knew you had talent, they were always so supportive. They would send you extra work when you were at training camps so it was really easy to keep up. My teachers were so supportive of me that it was easy to keep up with the work and train at the same time.

Jonathan Edwards: The big issue is not so much about the competitive pathways. If young people are good enough and want to do well, there are the opportunities out there, whether they are at school or in clubs. The big issue would be finding out whether you're good at anything and having a broader provision. We've talked about physical education, physical literacy and a "sport for all" approach. I don't know how many young people miss out on finding out what they're good at and what they enjoy because they just don't get the opportunity. There are some damning statistics about the medal success of Team GB. It's less the case now, but how much of that comes from the privately educated system as opposed to the state system? It's simply about getting a chance to find out what they're good at and the opportunity to pursue it.

Q108 Bill Esterson: What's the answer to that? How do you create those opportunities?

Jonathan Edwards: I think it comes back to how much you value sport. You touched on this political football idea, Graham. There is a real irony, in that the modern Olympic movement started because Pierre de Coubertin came over to this country to look at the education system and how it integrated sport—a healthy mind in a healthy body. Here we are, having just celebrated London 2012, and we still face this question about where sport fits in and how important it is. We have seen the dismantling of the school sport partnerships, which was a bad move in my opinion, wasn't well thought through and left many people feeling incredulous. I would say that the people I've heard on this panel so far have perhaps been minding their Ps and Qs a little bit. I think it was a very bad decision. A lot of people would say that.

Q109 Chair: The denunciation from the earlier panels has not been as strong as yours.

Jonathan Edwards: Indeed. Obviously, they are sitting in front of you and they're being recorded. They come from organisations and so perhaps have more to lose. I can just sit here independently. I don't want to rattle on here, but perhaps one of the issues is about measurement; we do live in a world where everything is measured. There is less measurement of PE outcomes, sport outcomes and health outcomes than there is of maths, English and French—the academic side of things. Perhaps what's at the heart of this is how much we as a society value sport and physical education.

Q110 Chair: Yes. But there is also this tension between participation, quality and excellence. When you go to a gym club as a parent—I have a daughter who goes to a gym club—you see the attentive volunteer coaches and the rest of it and the fantastic time they put in, but you don't know whether they are the kind of people who can take the child to the top level. So again, there is that balance between having a club that does a good job and everyone enjoys going there, and another club that takes the same child and, instead of just allowing them to enjoy gym, lets them get up to the level that you got up to.

Do you have any thoughts on how we improve quality, as well? It strikes me that, in this whole picture, we want people to participate but we also have to get the aspiration in place—and not just in the young people. Jonathan, you've suggested that if you have it in you and you like it, you will probably get there; but my personal experience is of lots of people I thought had the talent but never got the encouragement to change their aspiration, so they never thought they could get to the top. Sometimes, when I looked at them, I thought, "I think you probably could," but no one ever told them.

Jonathan Edwards: Clearly, in primary school, I don't think a lot of training goes into the physical education and sports side of things. Certainly, the school premium can address that, and I think there is also a pilot study within some teacher training colleges to look at improving that. But yes, the quality of the teaching that you get within school without doubt makes a difference. You've touched on the school sport and club links, and they are also very important. Schools shouldn't be expected to take gymnasts to Olympic level, but there will be a link where they can find expertise.

Q111 Chair: So that's down to the national governing bodies, to have the right coaching and training quality marks.

Jonathan Edwards: Indeed.

Q112 Mr Ward: It comes down to the whole issue of the role of being healthy, going back to the original Olympics, as you said. Is the difference really that with maths or English we can say to people, "It will be good for you to know these things," whereas there is a bit of a reluctance to tell people, "Being healthy will be good for you," and directing or lecturing them along those lines? Is that maybe why we have this constant battle in the education system about the importance of it?

Jonathan Edwards: I wouldn't just say that the education system would say it's good for you to learn maths and English; it's also about the benefit to this country, isn't it? You're going to train up the next generation who are going to be in the workplace, generate income and so on and so forth. Clearly, health outcomes are very bad and cost this country a huge amount of money, so it is common sense to take care of it as soon as possible.

Q113 Mr Ward: Isn't it my personal business to be saying that, not the state's?

Jonathan Edwards: It costs the state a lot of money; you might think the state has a role in that. Also, people's lives are better. All of us sat here will live healthy and active lives for as long as we live—

Mr Ward: Unless you get injured.

Jonathan Edwards: We know the benefits of feeling—

Chair: Because you don't look where you're going.

Jonathan Edwards: Well, indeed.

Q114 Craig Whittaker: May I take you back to the issue of talent slipping through the net? You could apply the same principle to anything, whether it is sport, maths or English. On this panel, we hear all the time that the biggest issue for us as a country is that middle section that just achieve and can't go on. On that principle, Jonathan, you have said that there was a huge ethos of sport in your private school, but what about comprehensive schools? Are you where you are because you're self-motivated and you were going to do it anyway, whether you went to a private school or not; or was it sport at primary school, or at a young age, that turned you in that direction?

Rachel Smith: Initially, I wouldn't have known about it if the primary school hadn't had it, but then I think sport changed my attitude, to give me that drive to succeed and to try to train and work harder to improve myself. But if it hadn't been for school sports, it wouldn't have happened. Our sport is not well known and it's difficult for people to get into it. I was really lucky with how it happened and I'm very grateful that the school had it for me, but I know a lot of people won't get the opportunity to do it because it's so specialist and you need the coaches to do it. A lot of people don't know about it and a lot of children don't get the chance to try it out.

Q115 Craig Whittaker: Would you have excelled in something else?

Rachel Smith: I have no idea.

Lynne Hutchison: For me, it is the same as for Rachel: if it wasn't for that sports week, I would not have started rhythmic gymnastics. From reception, I was doing ballet outside school, and I started swimming soon after, so before I really started rhythmic gymnastics I was doing lots of sport. In primary school I was quite an all-rounder, so I probably could have gone into another sport. But, definitely, if I had not been at school on that day, I might have never started rhythmic gymnastics.

Q116 Bill Esterson: Do we need a system for talent spotting people who are naturally good at sport and then to try to find a way to get them into sport? I do not want to go down the East German model where they measured kids at a very early age to decide who would make it and who would not, but is there some kind of process?

Jonathan Edwards: That is school sport, isn't it? Every child does not go to a gymnastics club or an athletics club, but every child goes to school. It is not so much about talent spotting as allowing them to find their potential. In response to your point, it is not just sport, but academic achievement, the arts and music—

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that is what education is about: the widest possible opportunities to find out what resonates with you.

Q117 Chair: Lynne and Rachel, you have obviously gone on to a high level, but as young women, girls, from the beginning of secondary school onwards, particularly in their teenage years, often tend to drop out of sport, certainly competitive sport. From your personal experience and that of your friends, do you have any thoughts on what could be changed to make it less likely that girls would drop out of sport during secondary school?

Lynne Hutchison: Maybe more options. At my school, when you get to year 10 you get the option of doing a couple of different sports, but at first either you must do hockey or you must play netball in this season. As I came from a primary school where we had not done hockey before, it was quite brutal when girls who already knew how to play hockey were whacking the sticks around.

Q118 Chair: So is your recommendation that there should be more options that do not involve competitive sport?

Lynne Hutchison: I hadn't participated much in sport at secondary school because of the gymnastics, but I think that because my primary school did a bit of everything whereas people at other schools had focused on hockey, when they came to secondary school they were really good at hockey and felt really comfortable, whereas I found it a bit off-putting as I had never done it before.

Q119 Chair: Any reflections, Rachel?

Rachel Smith: I am quite a confident person, so when we tried new sports I loved it because I love anything, but I know a couple of girls who were reserved, mainly because of their personal image and not liking the idea of working up a sweat and their make-up coming off. It sounds silly, I know, but when you got to year 10 or year 11, a lot of girls would not participate because they did not want to exercise.

Q120 Chair: Are there any practical ways to minimise that, or is that just the way it is?

Jonathan Edwards: They should use light make-up.

Chair: Advances in cosmetics; okay.

Q121 Alex Cunningham: Jonathan, I was going to ask you some specific questions on your views on school sport partnerships, but you have covered some of that already. But from what you have heard today and what you know of the new regime for school sports, are there still gaps or are you now satisfied that they are starting to get their act together?

Jonathan Edwards: I am not an expert on provision of sport in schools like the earlier panels. I would echo some of the concerns stated before on the lack of guidance and clarity and the lack of a network to co-ordinate it. While there may have been a patchy provision across school sport partnerships, I think that generally they did a fantastic job and the stats will show that; when Sue Campbell is here next week, I am sure that she will elaborate on that. I think that

there is a greater chance of patchy provision with this sports premium going out individually to schools.

Q122 Alex Cunningham: What would be your recommendation to the schools about how they should use their money? We heard earlier about sports co-ordinators and the role that they play.

Jonathan Edwards: You get economies of scale. If schools join together, they can provide something a little more strategic and get better value for money. In some areas, I think that will happen, but in other areas less so. Again, it will depend on what the framework is for spending the money.

Q123 Alex Cunningham: To you all and not just to Jonathan: the 2012 Games were meant to inspire a generation. Even I blew up the tyres on my bike and actually got on it once. Do you really think that a generation has been inspired by 2012, and will it continue to happen?

Rachel Smith: I have heard of children in primary schools thinking—especially about the ribbons, because that is basically what people think of first for gymnasts—“Oh, I want to run around with the ribbon,” but I don't think they have had the opportunity to try it. People know more about it, but it needs support from a governing body to push going into primary schools. I know that for the more popular sports like football, there is always that opportunity. Again, it comes back to a child actually having the chance to try that out. For our sport, that is important, because no one really knows about it. It needs help from a governing body to send us or other coaches into schools to give taster sessions. That is how Lynne got into it. It is really important. She has gone to the Olympics. You don't know if there are any other kids out there who could do the same.

Daniel Keatings: Especially with gymnastics, because we came out of nowhere and got a medal in the Olympics as a team, we have had a massive increase in interest. At my club alone, we have had to increase the waiting list to a couple of years and get a huge building built next door to try to fit all the people in who want to do it. There has definitely been a huge legacy left.

Q124 Chair: Money follows success in Olympic sports, doesn't it? So there will be more money coming to the governing body to help expand following your remarkable success. Is that right?

Daniel Keatings: Yes, definitely. We have even had people who retired coming back as well, because they have seen the success that we have had in the sport and want to come and do it again, to try to get that success for themselves.

Jonathan Edwards: Legacy Trust UK have just done some research, which I think you could probably get from them, that talked about the inspiration of the Games. Coming back to national governing bodies, yes, they are there, but a national governing body cannot be everywhere in every school. It starts at the school, and then those connections to the expertise of national governing bodies, clubs and associations have to be right. I don't think it can work the other

way around. A governing body just does not have enough people and resources to be everywhere.

Q125 Alex Cunningham: Lynne, can you see a specific schools sports legacy? There is a legacy of lots of people participating, joining clubs and so on, but can you see some legacy specific to schools developing?

Lynne Hutchison: Yes, I think more people want to do sport in school. The Olympic mottoes and things have stuck through the games, and they are still there now. Also, I think quite a lot of team feeling after the Olympics has stuck as well.

Q126 Alex Cunningham: Lynne, you talked about the role of elite sportsmen and women going into schools and getting involved. Is there more that elite sportspeople can do to inspire the next generation? Look at the six-year-olds. You started at six.

Lynne Hutchison: Yes, I think so. Before the Games, we were going into schools to do visits, presentations and things like that. The children were really excited to see us, the ribbons and the hoops, so I think that really helped them. I have seen some faces at the club that I saw at the school, so there have definitely been more people participating.

For us, the problem is that we are in Bath, which is a good base for rhythmic gymnastics. There is a club there and it goes to schools around Bath. But that is not the case in a lot of major cities like—near to us—Bristol. We have some girls who come to the club from Bristol, but it is still quite a way to travel. There are no rhythmic gymnastics clubs there and there are no rhythmic gymnastics clubs in other big cities around the country.

Q127 Alex Cunningham: Jonathan, in the work that you do now—I know that you have quite a varied role—you have come into contact with sportspeople across such a huge range of sports; I know your specialism, of course. What is your evidence of them getting involved in schools? What are they actually doing to say, “This is great. I did it this way. Just come and have some fun”?

Jonathan Edwards: I think the majority of elite athletes take that responsibility to inspire young people very, very seriously. Certainly the whole emphasis through London 2012 was about that inspiration. If you had Olympians and Paralympians from the last 15 to 20 years in here, they would all tell stories of going into schools, taking their medals in and showing their videos. It is something that definitely is happening, but again it’s a numbers game, isn’t it? There are only so many days, so many Olympians and so many schools you can get into, but yes, it definitely does happen.

I also think—these guys will tell me better—it is part of UK sport. You do have to do some appearances, don’t you? Some of those are perhaps done—

Daniel Keatings: We are contracted to do a few appearances a year under UK Sport. That involves going into schools to speak to children and things like that.

Q128 Alex Cunningham: What more should the Government be doing to ensure that the legacy that we all got so excited about actually materialises? School sport partnerships perhaps?

Chair: In a sense, you have been answering that the whole time, but do you have any further thoughts on that? We are also looking for recommendations we can stick in our report, so we ask you to come in and do our job for us.

Rachel Smith: I think the reason the Olympics gave such a buzz—I know the media plays a big part. A lot of people had the opportunity to watch it on television. I think that through promotion, through media, is the best way of getting people to know about sport and keeping people involved and engaged and excited by it.

Alex Cunningham: Because you end up watching sports that you never otherwise see, except every four years.

Q129 Chair: Do you just think we need better broadcasters? Is that—[*Laughter.*] Do you think some of these presenters are not all they should be?

Rachel Smith: No, for me—when people say, “Oh, you went to the Olympics. What did you do?” and I say, “Rhythmic gymnastics,” they say, “Oh yeah, I watched that on the television, but I’ve never seen it on the TV before. It’s never really been on before, apart from the Olympics.”

Chair: The first time I saw it was—

Rachel Smith: Exactly. People don’t really get to see it. We are kind of a background sport, because no one really knows what it is.

Q130 Alex Cunningham: But it was used very much as an image of the Olympics, wasn’t it? It was used in all the publicity material.

Rachel Smith: Yes, everyone knows what the ribbon is, and people think we just dance around with ribbons, which is fine, but no one really knows—if more people understood—

Jonathan Edwards: The chances, then, of that turning into an involvement are patchy, to say the least. It does seem that too much is potentially left to chance in the system as it exists at the moment. I’ve always had this bee in my bonnet that because it’s the world we live in, if you measure something, you are going to get the right results. You talk about a headmaster or headmistress who either likes sport or doesn’t like sport. Well, do you have to put them in the position where they haven’t really got any choice? If the maths was down the tube or the English was down the tube, they would have to do something about it. I don’t think it’s that way with sport—physical education.

Q131 Chair: The primary sport premium is at least ring-fenced. They will have to account for it. Admittedly, over the two years that might be all the time Ofsted lives for, most schools probably will not be inspected. None the less, it is not something that can just disappear. I know the Committee would agree: we are obsessed with the accountability measures for schools, because we think that what you measure people on is what they will give you.

Jonathan Edwards: Exactly.

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Chair: The boss tells you that is what he wants and that determines whether you will keep your job or not. Well, guess what? You will deliver that and everything else will be made secondary. Sadly, sport often feels a little secondary for heads. So if you have any thoughts on that or anything else, in terms of what a better accountability system might look like, let us know. There has just been a review of school accountability. A consultation has recently closed, and we are seeing the Secretary of State for Education about that very subject tomorrow morning. So if you

or anyone viewing or listening has ideas about better ways of measuring whether sport is being delivered in a proper way within schools, this is a very good time in which to input those ideas and see whether we can get them taken up by Government. May I thank all four of you—

Jonathan Edwards: Health outputs as well. It is not just about sport. Health have contributed significantly to the sports premium, haven't they? I think it is a health issue as well.

Chair: Yes. Thank you all very much indeed.

Tuesday 21 May 2013

Members present:

Pat Glass (in the Chair)

Neil Carmichael
Bill Esterson
Charlotte Leslie

Siobhain McDonagh
Chris Skidmore
Craig Whittaker

Examination of Witnesses

Witnesses: **Wayne Allsopp**, Business Development Manager, New College Leicester, **Denise Gladwell**, Head, St Breock Primary School, Cornwall, **Paul Harris**, Head, Curwen School, Newham, London, and **Trystan Williams**, Head, the Springfields Academy, Wiltshire, gave evidence.

Q132 Chair: Good morning, and thank you for coming. This meeting is part of the Committee's inquiry into school sports and legacy, and we have already carried out a number of visits. We visited Paul's school in east London, and saw sport in action and the FA training session that was going on that day, which was excellent.

I will open the meeting by asking: what is the role of sport in school? What makes a good school? You all represent outstanding schools, so what makes it outstanding in your school?

Trystan Williams: From my perspective, one positive thing that we really enforce in our establishment is the development of social and emotional skills. I am all for competitive sport, and I am all for the School Games, which is fine, but that touches only 20% of elite performers.

I would like to think about what the Olympic legacy could do, and if we go back to a national framework—we have obviously moved away from that—one thing sport could most certainly do would be to develop the areas of social and emotional intelligence, especially among disaffected learners. That is one area that I would love to look back on in 10 years' time and say, as a school leader, that the Olympic legacy dealt with these issues in schools—I don't think that the academic curriculum obviously allows for that at the moment.

I am all for Project Ability, which I will touch on a bit later. One thing that our school most certainly does now is go much broader than the School Games and the competitive element. Development of sports leadership is absolutely crucial, but I am not sure whether the pockets of good practice that you see in schools of fellow colleagues are the picture nationally.

Wayne Allsopp: For us as a secondary school in Leicester city, and in one of the most deprived areas in Leicester city, we have embraced the ethos and principles of what sport can achieve in terms of the wider social agendas. Obviously, the school was in special measures many years ago. A senior leadership team was brought in to change that, and it has done so successfully. Sport played a major role in doing that and in moving the school to an Ofsted rating of good. We have actually rebranded the school. With the demise of specialisms and not wanting to call ourselves a specialist sports college, we have decided to call ourselves a learning and sports village. The village concept comes from the fact that we have a 42-acre site. We are pretty fortunate for an inner-city

school to have that amount of land at our disposal, of which a fair proportion is earmarked for the development of sporting facilities. What sport clearly does for us is look at those social agendas around health and well-being, and divert young people away from the likes of antisocial behaviour. We are working with some very proactive community sports clubs that utilise our facilities. We subsidise their letting fees. In return, they provide us with some high-quality coaches that enhance the PE curriculum that we deliver. So we have that natural transition from the school environment into a community sport environment, which will hopefully encourage these youngsters into a lifelong participation in sport.

Denise Gladwell: From the primary perspective, sport in school, especially in primary schools, is a really good platform to start physical literacy. The notion that we are pushing through the school since London 2012 is one of personal best for every child—personal best not only in sport but in all areas of the curriculum. My children know what it is to try for one's personal best and to achieve one's personal best in whatever sphere it is. That will be a lasting legacy that we will wish to embrace. We have embraced it as a school and wish to talk to other colleagues about that notion. In addition to that, there is the children's understanding of what it is to compete and also what it is to be a loser when you compete—all those skills and all that learning prepares people for life.

Paul Harris: For us, it has been an essential part of our curriculum—we have developed a specific bespoke curriculum for the needs of our children. Key skills in sports are essential in raising understanding not only of sport but of other areas of the curriculum that support what we do. It has been a key area to enhance children's skills. We have created a sports curriculum that gives wide access to a variety of sports, not just the traditional sports, to engage children who are disengaged and to bring them back in. That is then supported by our extended schools programme, which enhances that. We also have the competitive side. Furthermore, competing and representing the school is a huge key area for us, as is making sure that that links to behaviour, trying your best and all those aspects; it is not a stand-alone thing in the school. It has been fundamental, with the other things that we have been doing, in the turnaround of the school from satisfactory in 2006 to outstanding now, with huge levels of attainment. That is not just down to sport, but sport, or PE, has played a key part

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in that. For us, it has been about developing those key skills and those ideals of sport across the curriculum.

Q133 Chair: There is consensus here that it is about promoting health, it is about building character—building the resilience that we all need, when we lose, because things will happen in our lives that will not be good and we need to know that we can win but we can also lose—and it is also about identifying the elite. Are there sufficient resources in schools to deliver that, and can all those things be delivered with one system?

Wayne Allsopp: I personally think they can be, if this is addressed at the very top. The country, for a number of years, has had quite a fragmented sports system, and never a unified one. If I am honest, I get sick of hearing that we need to have a world-leading school system, we need to have a world-leading community sports system and we need to be producing elite athletes. Why don't we just have a unified world-leading sports system that embraces not only school sport but community sport and elite sport at the same time? While we have got the desert islands that are UK Sport, Sport England and the Youth Sport Trust that was, we are never going to have that unified approach. What is happening at a local level is exactly the duplication of that—that fragmentation. For me, this transitional period that we are in, and the delay that has happened since the Olympic Games, has created quite an issue locally and that fragmentation is clearly to be seen.

We are fortunate in Leicestershire, Rutland and Leicester city to have quite a strong county sports partnership that tries to make sense of that landscape for us. That is translated down to a local level in Leicester city, where we are still trying to work in a co-ordinated way. To be honest, at the school where I am based, New college in Leicester, we have become so frustrated by the fragmentation of the sporting landscape that we chose to write our own strategy, which combines all those areas that you alluded to. The heart of the strategy is physical education—physical literacy—of which we pass the experience on to the local primary schools. Secondary to that, we are engaging with a number of high-quality accredited community sports clubs, which are also producing Olympians. We are working with Leicester Ladies hockey club, who have four Olympians among their ranks.

I do not see any particular reason why in this country we should not have a single vision for a sports system. I think the opportunity is there now with Lord Coe to take the chairs of each of those organisations in the first instance, and their chief executives, to combine collectively and to start to consider what sport needs to do in this country moving forward. Richard Caborn had intentions of doing that, but unfortunately that never got followed through.

Q134 Chair: So is that the view of all of you: we have a silo system that needs bringing together?

Paul Harris: It is not just that it needs bringing together; it needs to understand the different challenges that children will face at different levels, and to understand their culture. We have had children

whom we have identified as being gifted—I would not say elite, because some of them are not at the age to be elite—but culturally it is not seen as an important aspect for them to do that type of sport, or parents have become concerned that they are focusing too much on sport and not on the academic side. I think the elite side of it is really important, and the only way I can see that being developed is by developing community sport for us to have access.

The problem is that community sports are under the cosh as well, with the reduction in funding across the board. I work as a volunteer for a cricket club whose rent has just been increased from £1,000 to £9,000 because the subsidy has been reduced. They send people into schools, but they are having to withdraw some of that offer because they cannot afford to do it. I think community sport is really important, but what is essential with elite sports—this is my own personal view; it might not be agreed with by anybody else—is that we have to get this sense of—yes, we need elite athletes, but they have to be role models and they have to be hard-working individuals. I am not saying that they are not, but all too often we get children looking at the elite in football, or whatever, and getting views of people who they think are above the law. For me, it is all about working hard, being part of the community and, yes, being elite, but in my school, to represent your school you have to behave.

Q135 Chair: I think that came through very strongly in the session that we saw in your school. Those young children were getting a very positive picture—role models—of premier football players.

Paul Harris: Unfortunately, there are times in some schools and organisations where behaviour and the children's respect are not taken into account, yet they are always pushed forward because they are good at a sport. I think that causes a problem for us in society as a whole as well.

Q136 Chair: Can I finally ask about the inclusiveness of this, Trystan? It is not just about disabled children; it is about girls and young people who are not very sporty.

Trystan Williams: We are a specialist academy and we deal with complex children from across several local authorities. That includes young people with autism, challenging behaviour or the traditional emotional and behavioural difficulties. There are also those with fetal alcohol syndrome and children born prematurely. There is one thing: I think that the Project Ability concept has certainly produced a greater breadth of sporting opportunities for young people and that is great.

The only thing is what the School Games does not do. Level 1 is school, level 2 is inter-school, level 3 is county and level 4 is national. We have found it impossible to get any funding to support any competitive sport beyond the school competition for young people in pupil referral units and special schools, especially those with high-functioning autism and with challenging behaviours.

Alone now we have created our own special Olympics for 11 schools across several local authorities. More than 300 children participated, but we could not

access any funding because we had not followed the protocol from level 1, 2 and 3 into 4. That, to me, is obviously not inclusive. Whether that is an issue in Wiltshire itself or nationally, young people with challenging behaviour and high-functioning autism are sometimes the forgotten souls of society.

Coming back to colleagues' comments on the true meaning of inclusion, when I was drinking coffee on about the third day of the Olympics a concept came to me, or after the Paralympics, on where we have evolved. We do not use the word behaviour in school at all. Behaviour is not a very inclusive word to use. We use "engagement" in learning and "disengagement".

So we have developed a tool called the DICE model. That stands for determination, inspiration, courage and equality, which are the Paralympic values. Now our young people talk about levels of independence in learning based on the Paralympic values as much as they talk about levels of engagement in maths and English.

Q137 Chair: So there is a route through the Paralympic system for children who are disabled, but that is effectively closed to young people who have challenging behaviour.

Trystan Williams: Unfortunately, yes. The Youth Sport Trust has been fabulous and has always supported me, but I feel again that we are the forgotten people of the education system.

Q138 Chair: I should have said at the beginning that one of the purposes of the Committee is to write a report including recommendations. So, if you have any recommendations please let us have them and then we can get them out and into our report.

Trystan Williams: That is one recommendation, please. Thank you.

Q139 Chris Skidmore: I want to talk about the primary school premium and the £150 million that has been allocated for the next two years. We have had oral and written evidence in previous sessions that some primary schools are going to find that slightly bewildering; it has just been foisted on them to have £9,400 per school. I have two questions. Do you welcome that money? Do you know what you are going to do with it?

Denise Gladwell: Yes, of course we welcome the money but we do not welcome the lack of time we have to think about the wise spending of it. I fear that schools may be forced into thinking, "Ah, £8,000, I need to use this effectively, but I am already paying for my teaching assistants to take children out for extra activities." The money might, because of pressures of time, be misdirected. Breathing time is needed to think about the spending and to build in some sort of exit strategy. If we are going to have the money for only two years, which is a fairly short time to build impact and have a vision of what is going to happen when the funding ends, clusters of schools need to get together to see what economies of scale could bring.

There is the old adage, give a man a fish and he will eat for a day, but teach a man to fish—schools need

to think very carefully about their exit strategy and about working together to get some high-quality CPD and to ensure that the pupil premium has a legacy. That has happened with the extended schools moneys—it has been used very effectively where clusters of schools have worked together and said, "We want to achieve this for children and families, particularly in sport and engagement in sport." That is now continuing, because we built in self-sustaining options. There is also going to be pressure because in 2014, which seems to be tomorrow in educational terms, Ofsted are going to say, "What have you done with your pupil premium money? What is the impact?"—2014 is around the corner.

Q140 Chris Skidmore: It is a question that is particularly important: what do you intend to do with the money? Have you got any plans set out yet?

Paul Harris: As has already been said, it has been foisted upon us with very little consideration as to how effectively it can be used. We have to acknowledge that it is being introduced after we get rid of schools sports partnerships, which were a form of network that we could work with. We are now working in a very fragmented system. I have received, and I know that other colleagues have, constant phone calls from coaches wanting to offer services. Now that we have this mass of money all of a sudden, which in respect of the number of children in my schools is actually quite little if you reduce it down to every single child, you are inundated with calls saying, "We can send in a coach." But, as we have discussed, the quality of coaches is hugely variable. Some of them might be apprentices who do not even have coach badges.

On top of that there have been discussions about services that we were receiving—money had been taken and we were still paying in, because as a school we still pay into our school sports partnership—and all of a sudden the cost of those is increasing because the money has been moved from secondaries. It is not going to add to a service that we have paid a lot of money out of the school budget to continue, because costs are now going up.

We employ our own sports development officer. I am employing an extra trainee with a degree in sports to support the teaching. Those are plans that we have had for many years, and they are not because of the pupil premium. It is going to be quite difficult for schools to find good-quality work and to be held accountable through Ofsted for this amount of work. It needs time to embed so that we can work out how we are going to use it effectively to, hopefully, re-engage the successful networks that have been destroyed across every authority. That destruction has made delivery of sports so patchy that people do not know where to go.

Q141 Chris Skidmore: On that patchiness, Wayne, in your written evidence you talked about the issue with the money going directly to schools and bypassing organisations such as the Youth Sport Trust. Does that lead to a lack of co-ordination?

Wayne Allsopp: I think that there are a number of issues. Inevitably, you are going to assess the current

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way of working against the old way. There have been a couple of examples from primary colleagues that clearly demonstrate the issues that have been created. We are experiencing that in Leicester city as well. It has clearly put people in unknown territory. Primary school head teachers and staff are being given this money without any real guidance or direction as to how potentially to utilise it.

As a secondary school, we took it upon ourselves to play an active role in working with our partner primary schools to try to lighten of some of the burden for them. We are fortunate to have the expertise in our PE faculty. We have suggested to our surrounding primary schools that if they want us to employ an additional physical education teacher, we will do that on behalf of a number of the schools that will then go in. They will not be held directly responsible for delivering the schools' physical education, but they will assist in mentoring and upskilling their teaching staff.

As colleagues suggested, this is a short-term solution. If we are ever going to see cultural change in the delivery of physical education in this country, we need long-term, cross-party commitment to a consistent policy. Like colleagues, I agree that we virtually had that with the school sports partnership system that was in place. Granted, I do not think it was perfect, but it could have been tweaked to evolve into something that could deliver the Government's agenda. The resource is now where it is needed—the primary sector is very much where the resource is needed—but bypassing all the expertise that is clearly in place is a little bit criminal, because you are creating situations such as this.

Q142 Chair: One of the issues that has been put to us is that, if this was a primary maths premium or a primary English premium, the money would be spent within schools on teaching; it would not be spent on coaches coming from outside. Why is sport different?

Paul Harris: I think we have to accept that teachers are not trained to a level to deliver some of the sports programmes, unless they have done a specific sports degree. I did six weeks of sports in a year, and I was on a four-year course. If you are doing a PGCE or a GTP programme, you could be lucky to get a day. People are not trained to that level, and it is important that we develop the skills of teachers to do that. Also, I think it is important to have the competitive side that is requested at the moment as part of the Government drive. You cannot have that run by teachers who are teaching in class all day and then having to arrange all of these different competitions.

Q143 Chair: So, Paul, is it that teachers in primary should be trained to that level, or is it that teachers in secondary are trained to that level and the money is going into the wrong place?

Paul Harris: No, I think that we need to train teachers in primary schools to that level, or to support them through the use of coaches. It is for schools to decide how they do that in partnership. You could bring in people from the secondary sector. The problem we face is that, yes, some school sports partnerships work very well and some have not worked very well. There

is also the fact that money is put in for PE professionals to be sent into primary schools, yet primary schools did not see any of that. So it is about accountability. If the money goes in there, we need to make sure that it is good enough. Half a day in a primary from a secondary school PE expert is not going to suit a school that has 500 children.

Wayne Allsopp: To pick up on that point, I think there need to be some very clear parameters on the difference between physical education and school sport. For me, the whole emphasis of coaches in schools should be seen as a support mechanism, as the gentleman here alluded to. First and foremost, every young person is entitled to physical education and to be physically literate, just as they are obviously entitled to maths and English. I am actually living that a little bit, as I have twin daughters of three-and-a-half. I am scrutinising it a little bit more in terms of what they are getting on physical literacy even at pre-school. It needs to start earlier than the primary school sector. We really need to be looking at early years, too. The national child measurement programme at this moment in time leads you to believe that, at reception year and in year 6, we have an obesity problem in this country. No matter which system you look at, either the school sports partnership system or this new way of working, none of the systems has actually addressed the obesity issue.

Q144 Craig Whittaker: Isn't Ofsted the one that is going to make people accountable for that? To play devil's advocate, are you saying—particularly Wayne, because I was following your thread—that primary teachers are not capable of delivering the programme? Isn't it just sour grapes from secondary schools because they do not have the funding?

Wayne Allsopp: I certainly do not think it is sour grapes. To be honest with you, we have put things in place that have been needs-led. We have consulted very strongly with our primary schools on that, so we are basically putting mechanisms in place to support them and to utilise their money effectively. "Capable" is perhaps not the wrong word, because when you take into account what colleagues are suggesting in terms of the CPD that primary school teaching staff have had on the delivery of physical education, it is quite clearly not enough. I know there are pilots in place at the moment looking at the initial teacher training and how that might be delivered in future to upskill primary teaching staff, moving forward. I said earlier that that is where I think the money was needed in the primary sector, because that will create long-term, sustainable change. But in terms of accountability, am I convinced that Ofsted will be that strict on it?

If I use some data from Leicester city—and perhaps I shouldn't—49% of our primary schools do not offer school swimming. Now, school swimming is a statutory requirement of physical education at this moment in time—key stage 2 students should be able to swim 25 metres—but we have 49% of primary schools that do not even offer it. Fundamentally, there is something wrong with the systems that are in place. I hope that Ofsted will police how the money is used and make them accountable. Again, being critical of the previous systems, yes, we had PESSCL surveys,

PESSYP surveys and things, but what licence did the likes of partnership development managers and school sports co-ordinators have to be critical of schools that were not delivering the two hours of PE and school sport?

Denise Gladwell: I really feel I ought to speak up for primary colleagues and their capability to deliver. Don't let us underestimate the passion and encouragement that primary colleagues give to our very youngest children, even up to the age of nine. We have our own sports coach, as well, and the passion and expertise of our school sports coach means that our elite children get that additional specialist training; but please don't underestimate how passionate and encouraging our primary colleagues are.

Trystan Williams: Obviously, we are a special school but we were a specialist sports college and we used to work in the same way as any secondary school. What fellow primary heads in our cluster feel is that previously we could stand shoulder to shoulder, and almost hold each other to account. We run able, gifted and talented days for PE, maths, English—everything. What is interesting is that we do not really say, "Look, as a sports college in this area, you are not utilising our funding." We have had interesting conversations saying that, when it is maths and English, all the primary schools participate, but now because it has been free around PE, the levels and numbers have massively dropped off.

A lot of primary colleagues also say that we drove the vision together within the town. We brought the town together, from the clubs to the schools to the parents, because there was a collective voice around school sport and community sport. Now the primary heads feel it is fragmented and I feel it is fragmented. There is an increase in coaches coming in but we don't have a clue what their qualifications are, and they are promising the world to children in primary schools. That is a concern of mine.

So again, coming back to the previous point, it is fragmented—there is no framework there—and I am concerned. Colleagues here are massively passionate about it, but I am concerned that the legacy in two years' time will be that we are saying, "There are isolated pockets of outstanding work, but guess what? There are some primary schools that are not participating, or participating less." That is my biggest concern. Having two boys in local primary schools, I am massively passionate about it.

Chair: I am going to bring Charlotte in, but first I am just going to make the point that, in large constituencies such as mine, some schools cannot deliver swimming because there is not a swimming pool within travelling distance.

Q145 Charlotte Leslie: I am sorry for being late. I have a very quick question. To what extent do you think that the things that you, I think, have been discussing before I arrived, and certainly the role of sport in training for teachers, are all a symptom of the fact that we have not appreciated the role that sport can play in helping the more traditionally academic and other recognised parts of school life?

For example, I do quite a lot of work on boxing. One of the interesting things is how much enabling young people who want it to do boxing training actually impacts on their academic performance. Do you think we are facing a cultural problem, where there is too much of a divide between the sporting world and the academic world? Do you think that is a priority to tackle?

Paul Harris: I personally think it is something that needs to be tackled. It needs to be tackled by looking at the curriculum that we are delivering. For some schools we have developed curriculums to engage children in sports as well as academia.

There is a huge emphasis on academia, and I understand it, but sport is pushed out. What you get is not only the view in society and culture towards sport in the whole; you also get schools that are under so much pressure to perform in English and maths at primary level that sometimes everything focuses on those subjects and not on sport. PE will get pushed out, because the curriculum just won't allow the time for it to be developed.

We need to look at educating the whole child—not doing it in separate, individual pockets. The curriculum needs to be brought together to meet a whole-child curriculum and not just in separate subjects, because I think that is how it has been seen over a long period.

Denise Gladwell: I echo Paul's comments, in the fact that head teachers—some head teachers—are under a blanket of fear from forthcoming Ofsted's and inspection. They do take their eye off the ball, so to speak, and it does get focused on maths and English, to the detriment of PE. It is really difficult, and I do appreciate it is different in so many schools, but my school has been granted the freedom—because we were granted a judgment of good—so we have been able to explore those options. But the pressure of Ofsted inspection is huge.

Q146 Charlotte Leslie: The irony is that a lot of the schools that parents may pay an awful lot of money to go to actually put sport and competitive sport very much at the centre of what they do—particularly boarding schools, with teenage boys running around.

Wayne Allsopp: Absolutely. I think if you look at the data of our medal haul from 2012—if you broke down where those Olympians were educated, are not a high percentage of them exactly from that environment? Clearly those links are there to be seen.

I think for us at New College the vehicle of sport has raised academic achievement considerably, to where, now, in terms of five A to Cs, including English and maths, it's raised by 525%, which most people agree is a quite impressive figure. So in terms of sport for us, and raising academic achievement, it's a key vehicle for us.

Q147 Charlotte Leslie: So it is not either sport or academic; it is actually sport contributes to academic.

Denise Gladwell: It is sport for academia, really—definitely.

Q148 Chris Skidmore: Paul mentioned, obviously, this deluge of being contacted by people after the

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funding was announced, and I was just interested to get your wider views about what the actual market, there, is. You have talked about things like untrained coaches, and I was interested in what you said about getting secondary schools involved. In terms of the money that is there and of the services that you can buy, do they match up, or is there going to be a problem?

Paul Harris: As I said before, it is fragmented, and it is knowing the quality and who you can go to. The other side of losing the school sports partnership was that local authorities used to have sports development officers, who were employed, who were co-ordinating a lot of this, but, again, with the economic climate, the budget cuts, they were one department that went very quickly.

I was very lucky that my sports development officer was one of those people who had all the contacts with all the different organisations, which has kept us as a school in the loop; but there is no structure. You will get hundreds of e-mails coming across, offering different things, and you have to make a decision of where you are going to take or possibly move that money.

Going back to the idea of resources, for example with swimming pools and the fact that you have got London authorities: I live in an authority where there is one public swimming pool in the whole authority. It is just a disgrace. Yet we have been told we are going to be measured on everybody swimming, when there is no resource for it. There was an e-mail floating round saying that we could have a mobile swimming pool in our playground, which we have applied for and are trying to get the funding for. For example, our children go to a swimming pool. The population in Newham is huge—there is no space in which to get the children to actually swim 25 metres, never mind start learning; so we have found it and we have brought it in.

To do that I have had to have somebody who has got the links, who has got the time to do it. That is why, for us, a sports development coach, who is coaching wide areas and also has time to do all the competitions and the research; because there is no one doing it for us. So you either, in a school, have somebody doing it for you or it's just going to get missed. So the opportunities are all over the place, and I think that is because of the fragmentation of the networks.

Wayne Allsopp: I think there is the market there. The primary schools we are working with have, likewise, been bombarded with a number of offers from a number of commercial coaching organisations, and even from the professional sport club sector, who are sending in their offers of support under this new school sport premium.

The thing that concerns me most, and probably concerns colleagues along the table, is the quality of the delivery. If these things are utilised in an effective way—I do not want to do an injustice to some excellent coaches out there—and as long as they are seen as a support mechanism for enhancing what should be core curriculum in terms of physical education, this could possibly work, but, again, it is about having the expertise to recognise that and to support primary schools to make the right decisions.

For me, this way of working, as I said in the evidence that I submitted, is fundamentally bypassing all those organisations that clearly have the expertise to work with primary schools so they make those informed decisions.

Trystan Williams: I am just going to make one point, Charlotte. We also work in partnership with the independent sector. One of the most exclusive independent schools backs on to our grounds. If I look at our primary mainstream partners—I know comparisons are not politically correct these days, but I will make one—the biggest difference with the independent school we work with is that it has outstanding facilities; it has a swimming pool on site, and it has the finances to appoint a high-quality, full-time PE teacher.

The children—I am not being critical of primary colleagues; I am just stating facts—are taught by a PE specialist, where, obviously, every other subject is taught by the traditional primary route. The young people get a grounding at a primary level around the fundamental skills—I know this character, and if I could afford him, I would appoint him in my school, too.

Based on our local needs and on my local analysis, the biggest two differences between the primary mainstream and the primary independent school are this high-quality, highly paid character—he probably gets as much as my assistant heads—and top-quality, state-of-the-art facilities, most of which are paid for by the parents. It is not by luck that a lot of children coming through that system at the moment go on to be Olympians, while the children we support mostly do not have those life opportunities.

Denise Gladwell: May I add something about facilities on behalf of small rural schools? Often those schools do not have access to a hall for gymnastics, and that is really critical. So it is even more important that the networks established with schools work to the benefit of all the pupils, and that we consider the needs of the pupils in that network to see how best we can provide for each other.

Q149 Chair: We are due to finish this panel at 10.30 am, and we do not have a lot of time, so I would ask people to keep their responses sharp. We had a witness last week who said they were grateful for the funding but that it needed a longer period to become fully effective. What period would be needed for it to become sustainable?

Denise Gladwell: May I suggest until Rio? Then we have a significant impact.

Q150 Chair: So that would be 2016.

Denise Gladwell: Yes. We could then see from one Olympic Games to the other whether there really is a legacy that has had an impact.

Wayne Allsopp: If you look at the so-called golden era of school sports partnerships, which have been funded for 10 years-plus, and you break down the success of those, you would have to suggest that they have been very successful in terms of what they were set up to achieve. In Leicester city, for example, prior to school sports partnerships, 36% of school children

were doing two hours of physical education. Granted, we did not get to 100%.

Q151 Chair: So 10 years.

Wayne Allsopp: Yes, 10 years. We moved that figure on to 76%. Again, you can question the value for money, in terms of the amount that was ploughed into school sports partnerships, but, for me, that is a considerable shift in the number of young people who are physically active and involved in physical education. That is the sort of period we need to be looking at. As I said earlier, we need that commitment to a cohesive and consistent policy, because, at the end of the day, this is about children's lives.

Q152 Bill Esterson: You have talked a bit about the preparedness of primary teachers for the new sports premium. We were reminded last week that the average amount of initial teacher training for primary schools is just six hours. There is obviously a gap there. How would you square that circle or close that gap—whichever metaphor you want to use?

Denise Gladwell: A range of high-quality professional development opportunities for primary school teachers are provided by august bodies such as the Youth Sports Trust, which is delivering the Sainsbury's School Games and BUPA's Start to Move campaign. Those opportunities, with a co-ordinated approach and a national framework of expectations for teachers' qualifications, would mean that we could upskill our teachers.

Wayne Allsopp: I think the short answer to your question is that you don't in two years.

Q153 Bill Esterson: So having a longer—

Denise Gladwell: Period. Yes.

Paul Harris: Also, part of that training has to involve working with children. Much of the training comprises a group of people of the same age or ability training in a room. They are not training with children. They actually go on the course with other adults. Merging that with training with children and seeing good practice in action is a key thing that needs to be part of the process.

Denise Gladwell: But peer coaching is a well-established method for good professional development.

Q154 Bill Esterson: One of the comments in an earlier session was that the last thing that many, if not most, primary teachers go into primary to do is PE or sport. How do you address the issue of teachers who perhaps really are not interested in sport? Is it something for working with secondaries? Wayne, you talked about the model you use.

Wayne Allsopp: That is obviously one option and it is the one that we are putting place for our partner primary schools. There obviously is the expertise. We have not only sustained the sort of school sport co-ordinator role that was in place previously, but we have also enhanced that by recruiting a physical education teacher to support the primary schools.

What we do not want to be seen to be doing is going in and doing all the delivery on behalf of the primary school, because that is just not sustainable. It is about

utilising that individual through mentoring and looking at the CPD opportunities that are on offer from a number of providers and ensuring that there is some long-term commitment from the primary schools, because there is a need for primary schools to take some ownership and responsibility.

There are some clear key advocates around the table and what a great vision it would be if all primary schools across the country had heads that thought that way. Obviously, at the other end of the spectrum, how great would it be if every primary school had a fully qualified full-time physical education teacher? That is the ultimate solution.

Q155 Bill Esterson: But it takes time.

Wayne Allsopp: It takes time. Absolutely.

Denise Gladwell: Do not underestimate the ability of significant leadership in a primary school to effect the vision and to infect others with the drive—

Q156 Bill Esterson: So the heads are absolutely crucial.

Denise Gladwell: It sounds rather big-headed, but leadership, wherever it comes from, is crucial. Largely, it should be the head, but it could come from other key personnel—assistant or deputy heads or sports coaches. There has to be a general urgency to do this for children.

Paul Harris: We can get PE experts to come in with degrees and we do have those people becoming teachers. It is just that there isn't yet the quantity that you would need across the school. As a head, you can appoint people to that role and enhance that with good-quality coaches to support the work that is going on in the school.

Q157 Bill Esterson: Can I ask you to comment on the effectiveness of the teacher release scheme?

Wayne Allsopp: From a secondary perspective, teacher release is, to be honest, just another way of saying that they are a schools sports co-ordinator. The SCo concept was about releasing a secondary PE teacher to support primary schools. The remit was a lot wider previously and was about physical education and not just competitive sport. Obviously, the remit now is more about encouraging primary schools to engage more within the School Games. As a support mechanism and for us, selfishly, as a secondary school, that role enables us to encourage more young people to come to our secondary school, so that is one reason why we have fundamentally sustained that post moving forward and have already issued a contract. Despite the withdrawal of the teacher release funding, we will continue with that post because it serves such a big purpose for us.

Trystan Williams: We do the same, but my aim is to make sure that the young people in our area do not come to my school. If they come to my school, we have obviously failed them. Our aim is to make sure that we develop social and emotional skills through sports so that they do not go into a specialist environment, especially those who are turned off by the traditional academic route.

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Paul Harris: Some of us in primary schools have not seen any impact from the teacher release programme. It is patchy.

Denise Gladwell: I echo that.

Paul Harris: I know that primary schools have not seen anybody.

Wayne Allsopp: One of the main issues behind that was the autonomy. There was a lack of criteria given around teacher release funding. It actually came into the secondary school, and again it was left with heads and leadership to decide fundamentally how the money was used.

Q158 Bill Esterson: You have talked about the evidence and schools sports partnerships. What about the alternative models to keeping the school sports partnerships or county sports partnerships going? How effective are they in your experience and elsewhere?

Wayne Allsopp: We are fortunate that we still have a robust system. We have a strong county sports partnership. Andy Reed, Chair of Leicestershire and Rutland Sport, was on the panel last week. It is clearly a well led county sports partnership that supports all the local authority areas in delivering an effective school sports system. We are also fortunate that, in Leicester city as well, we still have two recognised school sports partnerships. Obviously, after the announcement about the disbanding of the school sports partnerships, we started actively plotting and planning our week, and have sustained that mechanism. If anything, we grew a third partnership because we recognised that we were perhaps not supporting our special schools as effectively as we could.

We grew a third special school sports partnership headed up by a specialist sports college, which is also a special school. We believe strongly in the ethos and principles of working collectively together through a network of individuals. Unfortunately, the way in which the Government are working, they seem to be forcing an element of fragmentation, but we are still fighting against that to provide a cohesive offer to all children and young people, because that is fundamentally what it should be about.

Denise Gladwell: We also saw the benefits of the partnership and, because of its demise, we are now driving it from a primary school, as a different lead. We want to replicate the success. We have all pitched in, and now it is led by the sports coach, James Ross, at my school.

Paul Harris: We have done the same.

Trystan Williams: In our area, we have carried on and increased provision. When we became a specialist sports college in 2005, that transformed my school from an under-performing school to an outstanding school. I am not going to let that bit go. We have a moral obligation. If we can drive the agenda in our town and across the area, this simply would not happen. Things have not changed; provision has actually increased. However, I don't get the funding to do it, so my governors challenge me, and the FA tells me off all the time. So I say I am sorry. I have a moral obligation to deliver.

Q159 Siobhain McDonagh: Ofsted has been mentioned but, looking at accountability, how do you suggest that schools should be held accountable for their PE and sports provision? Are current accountability measures sufficient?

Wayne Allsopp: I do not think so. Previously, we had a national indicator 57. That, again, was more of a recommendation than a directive, in that schools need at least to offer two hours of physical education. I think that the five-hour offer that was being driven nationally through the Youth Sport Trust is the direction that we need to be moving towards. There are clear directives out there from a health benefit perspective. If we were to speak to health colleagues, they would clearly demonstrate how active young people need to be for their health benefit. Some quantifiable measures need to be put in place in primary schools and others accountable for the amount of physical education, physical activity and school sports that are delivered.

Denise Gladwell: It is really important that there is a collective understanding of what is deemed regular physical activity, and what is high quality and high impact. Unless we have a shared vision and a shared understanding of those things, we will not be able to do any worthy measurement.

Paul Harris: The accountability needs to link directly to an understanding of what it is that we are being asked to provide. It also has to be measured by how accountable schools are in all the other areas in which they are trying to provide different things. We have different accountability measures for every single subject, virtually, and this just feels like another accountability measure on top. We need to look at the whole system of accountability.

It is important that we are accountable, but it has to be driven looking at the whole child, not just separate entities, because you end up being answerable to several different authorities for different things. Under sports, we had to fill out the PESSCL return—whatever it was. For the school sports programme at the moment we have the bronze award. We are constantly having to go and update the website. Then there is Ofsted. We need to look at accountability on the whole and make it effective rather than a tick box exercise, which sometimes I think we end up doing.

Q160 Craig Whittaker: Before I come to my questions, it is quite interesting listening to you all talk about the school sport partnerships, yet you are getting on and doing them anyway. Has anything really changed? We have heard time and again that what was in place is being expanded in several cases. The only difference is where the funding is coming from.

Wayne Allsopp: There is an element of that and an element of reshuffling clientele within those systems. What previously were deemed partnership event managers, are now deemed School Games organisers. Their actual drive, because of where they are funded from, is very much competitive-based. Locally, we have tried to hold on to much more than that because we recognise that competition will not turn all young people on to PE and school sport. Unfortunately, that seems to be the national direction that is being given

at the moment. Certainly, it has a part to play. Let's not try to take the competitive element totally out of sport, because it has a part to play. But it should certainly not be at the expense of good-quality physical education and physical literacy.

Q161 Craig Whittaker: Can I just go on to legacy events? Do you believe that there has been an Olympic legacy? If there is, great. If not, what should it be, and do you think the moment has passed?

Wayne Allsopp: I personally think the Olympic legacy at the moment is fundamentally on a life support machine. I think a lifeline has been thrown through this opportunity now to make this—

Q162 Craig Whittaker: Just quantify that. Where I come from—west Yorkshire—is a long way from London, but there has been a 49% extra take up in cycling, for example. All the local clubs are over-subscribed. Talk to me about the lifeline, because that is not the picture I am getting up in west Yorkshire, which is a million miles away from where the Olympics took place.

Wayne Allsopp: If you look at, whether you recognise it or not, the Smith Institute report that has been produced—I am bringing this back to a school sport perspective—granted, it was not a large survey, but it was robust enough to make the data meaningful. If you look at the information that is contained within that, you will see that the uptake of physical education and school sport has started to decrease with those people who took part in that survey. To be honest, we would echo that to some degree within the small partnership that we work in.

Q163 Craig Whittaker: Can I ask you to clarify the decrease? Even under school sports partnerships, for girls in particular, when they got to 16, the results were horrendous for that group of young people. So give me some more specifics.

Wayne Allsopp: Absolutely. Clearly, women's and girls' participation in PE and sport in general is one of the most difficult areas to tackle. There are a number of programmes out there that clearly try to do that. For example, bringing it back locally to Leicester city, we run a programme called WISPA—women in sport and physical activity—that is very well supported by the likes of the Youth Sport Trust. It targets that 14-plus drop-off.

Q164 Craig Whittaker: Let's go back to my question on legacy, because you said it was on life support. Just explain the evidence you have that says that it is on life support. From what you were saying, you would suggest that in the last year it has gone horrendously backwards. I have not seen the evidence for that, so I want you to supply the Committee with the evidence that suggests that that is the case.

Wayne Allsopp: Again, I can only bring it locally, because that is the area that I know best. If we were to look across Leicester city in terms of participation within PE and school sport, that has started to decrease because of the exact situations that have been suggested around the table. The delay in any sort of announcement post-Olympic Games—for me, we

should have had a robust PE and schools sport strategy.

Q165 Craig Whittaker: Can you write to us with the evidence that you have to suggest that there has been a decrease? That in particular is what we are interested in.

Wayne Allsopp: Yes, absolutely.

Denise Gladwell: Cornwall is also a very long way from London, but our uptake of school sport has been maintained and we have 95% of our children engaged in after-school sports and physical activity. The legacy is in the hands of the very specific people who have the passion to drive it for the next four years; whether that is head teachers, sports coaches or the Youth Sport Trust, it gets down to the passionate people who are going to make this legacy last.

Paul Harris: It is understanding what we mean by Olympic legacy. Yes, we are all doing this, and we have done this over a number of years. For my children who are engaged in sports very highly, a lot of them would say that the physical Olympic legacy in Newham is a shopping centre, because that is all that they see. We have not been invited—

Q166 Craig Whittaker: That is not what the Committee saw a couple of weeks ago when we went to several schools in Newham. It was quite the opposite.

Paul Harris: No, we have done the sports part of it, but the local view is that the Olympic park itself is an inaccessible place to go at the moment, and, as an authority that is actually sat there, no one has come to us and said, "This is going to be your opportunity to improve and enhance even further the sports."

We have talked about resources, and in Newham I have a school that has one little strip of grass—that is it. We do not have resource for all of these areas. We saw the Olympic legacy as part of having access to this wonderful park, but none of us understands how we can get into it. I think that we have got an Olympic legacy in that there is more popularity at the moment, but as for the sustainability of that, I am concerned about how long it will last.

Q167 Craig Whittaker: So facilities is a big issue.

Paul Harris: Yes.

Q168 Chair: Presumably not being able to get access to the park is a temporary issue, though.

Paul Harris: You would think so, but we are still not aware of anything. Quickly, as an example, the school won a national competition for the velodrome. We went to the velodrome once: we went to the opening. As soon as the ODA gave over to LOCOG, we phoned up and said that we were supposed to do some work with Olympic legacy, but we were told that we were not wanted anymore and that we were not involved. Yet the competition was Olympic legacy. Somebody needs to communicate with us how these facilities are going to be accessed by the local communities. I know that this is pertinent because I am in Newham, but how are we going to have access? Nobody knows anything.

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Trystan Williams: To me, if the Olympic legacy really unpicks the issues that are forcing some schools down the academic route, I would like to think that, in years to come, we, as school leaders can say that the Olympic legacy has had the biggest impact on exclusion and disaffected learners in our society—that, to me, is the kind of message. Until the school system changes and school leaders are allowed to show and celebrate innovative practices around inclusion and the development of social and emotional skills, we are truly missing a trick. From my perspective, the social and emotional aspect is crucial. If I can use Jessica Ennis as an example, how many people did she have supporting her to win that Olympic gold? You have analysts in mathematics

and you have literacy experts. Until schools are allowed to innovate and teach in thematic ways and develop their own initiatives, and not be beaten by Ofsted, on elements of maths and English, I feel that we will be failing the next generation of disaffected youngsters.

Q169 Chair: So an Olympic legacy for some, but not for all, at the moment.

Trystan Williams: Absolutely.

Chair: Thank you very much for your evidence. If there is anything else that you want to send to us, please put it in writing.

Examination of Witnesses

Witnesses: **Baroness Campbell**, Chair, Youth Sport Trust, **Baroness Grey-Thompson** and **Dame Tessa Jowell MP**, gave evidence.

Q170 Chair: Thank you all for coming along this morning. I will plough straight in and ask about the vision of the Olympic legacy. What was in mind at the time, and how far have we moved from that vision?

Dame Tessa Jowell: Let me start with that, although I have two women on either side of me who are more than capable of answering that question too, so perhaps we will share it out. As Secretary of State at the time, we had two primary legacy promises in submitting and then implementing our Olympic bid. They were, first of all, to inspire a generation of young people through sport, and, secondly, the regeneration of east London. Your focus is, obviously, on the first. The Singapore promise, as it became defined, applied not just to young people in this country but to young people around the world. I want to refer briefly to that and pay great tribute to Sue Campbell, in this respect and many others, because she was one of the driving forces behind International Inspiration, as the international sport and development programme for young people came to be known. By the time we got to the Olympics, International Inspiration was—it still is—in 20 countries reaching 12 million children, in each country linking development objectives with sport as the medium for delivery in order to improve the lives of young people.

To turn to the legacy at home, that was to be realised principally through the mechanism of our school sport partnerships, and it was driven by a very simple aim. We wanted sport to become part of the life of every child from primary school through to secondary school—sport for its own sake, but recognising the other instrumental values that sport can bring.

Those instrumental values are very well demonstrated by the remarkable achievements of the school sports colleges: improved academic performance, improved behaviour, less truancy and so forth. Those are the benefits of sport, but our aim in the spirit of the Olympics was to raise a generation of young people who love sport for its own sake and who found their own ability to excel both through taking part and through competing.

Baroness Campbell: Tessa has outlined the vision really well. We wanted very passionately the Olympics to light this inspirational moment for young people, and I think it did. I think the challenge is whether we can transform that inspiration into sustainable participation. That is the real challenge. When the school sport partnerships went, they removed a very critical capacity to respond to that. Although, as you probably heard from the previous evidence, I think there are examples of great practice on the ground—there always have been and there always will be—it is now much more of a patchwork quilt than perhaps it was when the school sport partnerships were there, however imperfect they may have been.

If you have got a national strategy, there are bound to be areas that are not as strong as others. Nevertheless, it was an attempt to create a universal offer—to give every youngster high-quality physical education and an opportunity to take part in after-school competition if they wished to and, equally importantly, to provide a wide range of opportunities for those who did not want to compete to remain active and stay healthy.

It was really a sports strategy, but it was also a very strong education strategy and it was a health strategy. The infrastructure was there to create a universal offer, and when that was removed, I think we lost that. That does not mean that there is not some good practice; there is.

Baroness Grey-Thompson: My view of legacy was very specific in terms of looking at what we could do for disabled children. If we look at the time that the bid was started for the Games, 2012 was the first city that absolutely had to have a Paralympics as well. Until then, the Olympics was won, and then there was a negotiation about having a Paralympics. Lottery funding was only just starting to bed in at elite level, and funding for disability sport below elite level was incredibly patchwork and very poor.

For me, winning the Olympics meant that we would have the Paralympics, and we could actually do an awful lot to focus, top-down and bottom-up, in terms of what we could do for disabled children. Certainly

towards the end of my career, and even now, we are seeing fewer disabled children competing than when I was 12, before the word “Paralympics” was invented. My sport, wheelchair racing, very few girls compete in.

Part of the challenge with that is the changing pattern of impairments. We know how many children will be coming through schools, but we do not know about disabled children. Certainly, things such as folic acid, early termination and the seat belt law have radically changed the number of disabled people, as well as Iran and Afghanistan, which have changed, not radically, the number of disabled people, but it is not a set pattern.

For me, having the Games meant that we could really force much better PE within schools. Mainstream education is fantastic for education, but it has made it really hard for disabled people to find competition opportunities, to compete on a level playing field and be included. There is amazing good practice out there. Probably the people who write to me are the ones who are not having a great time. An awful lot of disabled children are still sent to the library, because teachers do not feel equipped or able, in many cases, to integrate them properly into lessons.

For me, it was about trying to do that because we actually need disabled people to be fitter and healthier. All the figures we know about women—80% of women are not fit enough to be healthy—are probably worse for disabled people.

Q171 Chair: That is interesting. With all the benefits of inclusion, mainstream schools have just not got it right for disabled sport.

Baroness Grey-Thompson: It has been very challenging for, say, a disabled child who has gone through primary school and has limited access to physical activity with teachers who are not trained. Parents are also much more likely to wrap their children in cotton wool. If you have a child with a congenital impairment, the first thing you are told is, “I’m sorry, but...” Then you start this huge fight for everything—for health care, for benefits and support, and for education. In a statement of special educational need, physical activity is not part of that, which is a massively missed opportunity.

If there is one thing I would like to see in education plans going forward, it is something that links a real promise about physical activity—physical activity is cheaper than therapy, and is much cheaper than either taking kids out of schools and sending them to physios, or bringing them in—and I think that there is an awful lot we can do in that way.

Chair: There is a whole new Education Committee inquiry in that, I feel.

Q172 Neil Carmichael: It is worth noting that people with a mental health issue also benefit from sport and physical activity. Some very interesting work was recently done by Rethink, demonstrating just how important it is to encourage people with mental health issues to engage in all sorts of sport and physical exercise. Does the panel agree with that?

Baroness Grey-Thompson: Yes.

Baroness Campbell: Yes, particularly for emotional well-being. There is no question about that not just for people with severe issues, but people with day-to-day issues of emotional stress or pressure. All the evidence is that if you packaged exercise as a pill, everybody would say that it was a miracle cure, because it actually alleviates emotional stress.

To pick up what Tanni is saying, one of the challenges is that in our primary schools—I am sure you have heard this repeatedly—we have teachers who get a very limited amount of training in physical education. It is almost too much for them to deliver competently and confidently to mainstream youngsters, so to ask them to be inclusive in that practice, is asking them to step too far away and they are scared of it—they are afraid of it. I do not think that it is an unwillingness to be inclusive; I think that it is a fear of being inclusive. Because of the new Government announcement, I am just doing a round of head teacher briefings. I have now done 25 head teacher briefings in the last two months, with another 20 to go. I have been in front of well over 3,500 primary head teachers, and the issue that Tanni is raising is a very real and significant one for them—their teachers are afraid of physical education per se, but certainly of physical education that is inclusive of young people with a range of disabilities.

Q173 Craig Whittaker: How does that compare with what you have just said about disabled sports in schools? How does that compare in special schools? Are they much better at delivering sport and physical education for young people who are disabled?

Baroness Grey-Thompson: Yes, partly because of the training that the teachers have, and the facilities are probably more suitable. Generally, if you look at children in special schools, they tend to have much higher levels of impairment, so that is more physical activity linked to therapy, as opposed to competitive sport.

I have visited a number of special schools in the past year or so, and when you have someone with very high support needs—cerebral palsy, maybe with a tracheotomy—sports are not possible, but physical activity is. It is about the outcome you want. For me, what we need is a much broader base of disabled young people doing physical activity, and then you can talk about sport—if the school-club links are right and if the governing bodies could do an awful lot more work in terms of their coach training, awareness and better support to clubs. At the moment, we have a step ladder; we do not have a participation triangle, which we have in mainstream sport.

Baroness Campbell: Just to say, the Youth Sport Trust has established 50 Project Ability schools, which are predominantly special needs schools, and they are acting as a hub in each county to provide inclusive professional development and support. We are supporting them and, under the new Government announcement, there is more investment going into them to tackle some of these issues. In a way, however, that is part of the solution; it is not the baseline solution that Tanni is referring to, but at least it has made a considerable difference to inclusion.

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Dame Tessa Jowell: May I pick up and underline? The Olympic bid saw equivalence—one vision—between the summer Games and the Paralympic Games and, as Tanni said, that was the first time ever. In every aspect of the legacy, we sought that equivalence, but Tanni and Sue are sort of right in what they are saying, directly and indirectly: you have to assume that, with disabled children, it is always more difficult, and that implementation, however generous the strategy, is not as effective for disabled children as it is for able-bodied children. That is why I certainly welcome, for instance, the involvement of Ofsted in monitoring the effectiveness of implementation. The policy or political will to see equivalence was absolutely unqualified, but both Tanni and Sue have identified some of the practical problems.

Q174 Charlotte Leslie: Picking up on that, I wonder whether you think that the Paralympic legacy should be seen in the same package as the Olympic legacy, or as something slightly different in terms of legacy mission and legacy targets?

Baroness Campbell: I will let Tanni reflect on that, but in terms of the legacy inside education, it should be a fully integrated and fully equitable legacy. If we are talking about every child accessing high-quality physical education, that should mean every child. If we are offering every child the opportunity to step into competitive sport, if they so wish, it should be every child getting that opportunity. If it is about health and well-being, then Tanni has already identified that those issues are probably more important if you have a disability.

Certainly my view would be that the education legacy—the thing we are talking about today—must be available to every child, but that requires better teacher training, better teaching of sport, better coach education and a fundamental shift in people’s thinking about the importance of this within the education sector. This is not a “nice to do”, this is a “need to do”—this is every child’s right to do. That is the bit that gets lost. It kind of comes after the serious business of education, but it is the serious business of education.

Unhealthy children do not learn as well and they do not concentrate as well. They are not as good at so many things inside school, things as simple as manipulating a pen; early skills help kids to hold a pen properly—look at how many kids cannot write properly. We have such basic issues that we should be tackling, but getting that across inside the education system is challenging.

Baroness Grey-Thompson: One of my frustrations is that we have a wealth of data linking physical activity to attainment, attendance and everything Sue mentioned, and we still don’t seem to tackle it. In the previous session, you talked about physical literacy, which is incredibly important for disabled and non-disabled children, and that has to come through early years and primary level if we really want to tackle the issues of girls competing.

We know the drop-out rate is 14, but they don’t start dropping out at 14. All those problems start much earlier. Looking at the legacy, Sue is absolutely right

that in education most children don’t care whether it was the Olympics or Paralympics. What the Paralympics did was to allow disabled people to be sporty and valued for being good at sport, which probably hadn’t happened before.

We also need to translate that into girls being valued for being sporty. At the moment, a sporty boy in a school is lauded and applauded, but a sporty girl is treated as a bit odd. There is a massive cultural shift, and I think a lot of it comes down to teaching. Schools cannot sort out every problem and if I had a magic wand I would make sport and physical activity compulsory every day. Schools have a massive opportunity to pick up on the legacy. There will be a spike in participation, and that is wonderful, but we could do so much more if we focused on what children do in schools.

Q175 Charlotte Leslie: May I ask everyone more about the available data? One of the challenges you come up against when talking about the impact of sport on other attainments and it being a hook for other things, is that people are very good at anecdotes in the sporting world particularly, but those who are making decisions about what they incorporate into their services, whether education or justice and rehabilitation, which are also important, don’t think the data is out there to commission sport as a service to make a difference. Is there anything you can submit to the Committee in terms of—

Dame Tessa Jowell: On that, I refer you to the DFE 2008 school sport survey data which analysed GCSE attainment. It showed that between 2007 and 2010, on the measure of the percentage of students attaining five A to C grades at GCSE, the average performance at sports colleges improved by 7.8%. In the same period, the national group improved by 4%, so the rate at which sports colleges improved was faster than the national average, closing the gap on the national average.

Q176 Charlotte Leslie: Devil’s advocate—how specifically were various factors able to be isolated? Would a statistician say, “Yes, we can isolate sport as a definite factor in that” or was it because there was perhaps a change of leadership or extra funding? A myriad of factors could have affected that change. How robust is it?

Dame Tessa Jowell: You may want to ask to see a copy of the report, and perhaps get a memorandum from any remaining officials from DFE who worked on this about the rigour of the methodology, but certainly we were very determined that we would measure the impact of this substantial investment committed over many years. That is one part of the evidence, but you are absolutely right that you could go into sports colleges and furnish a book of anecdotes about the levels of achievement that sport seemed to motivate.

Q177 Chair: You said clearly that the political will was there for the legacy at the time when the bid went in. Are the political will and resources there now to deliver the legacy?

Dame Tessa Jowell: That is much more questionable. My view is that if you had Ministers here in front of you they would say that yes certainly the will is there. The decision to dismantle what was in place in 2010 and was delivering remarkable results from a system that was admired by other countries around the world—the Australians were copying it, as were the Canadians, and the Brazilians wanted to emulate it as they prepared for Rio—was incomprehensible. One day, I would love to see the advice and hear who advised the Secretary of State to remove the ring fence from the money and dismantle school sport partnerships, because we have seen over the last three years the gradual re-creation, in a rather piecemeal, initiative-driven way, of what was in place in 2010, which was a long-term national strategy. The reason this was a strategy conceived for the long term is that it marked an end of the day when the good-natured chemistry teacher or music teacher was prepared to do a couple of sessions of football after school. It recognised all the evidence that, if children are going to learn physical co-ordination, motor skills and so forth, they have to be taught by trained PE teachers. If they are going to learn to love a range of sports, they need to be exposed to a range of choice, but taught by people who are properly skilled to teach sport.

That was the strategy. It was a strategy that was working and any aspects of it that were not working could have been fixed administratively, because there is no ideology in implementation. We were absolutely passionate about realising an Olympic legacy in this way.

Q178 Neil Carmichael: Last week we were discussing what is happening in primary schools and there was widespread agreement in support of that, as necessary and right, because, obviously, the younger children get access to sport, the better. But there are two problems. One is that a lot of primary schools are just too small to have the right kind of facilities. Allied to that, the range of teachers simply may not be big enough to cover the right kind of sports. You have just said how important it is to have access to a lot of different sports. The question is, how do we formulate a policy where primary schools, in particular, are encouraged to co-operate more? That is a way of countering those two difficulties.

Dame Tessa Jowell: What you do is create what was called a family of schools, so you have a group of primary schools working with secondary schools and specialist schools, to get precisely that volume that enables you to deliver the range and choice. I think that Sue, who was the architect of that model, will want to say a bit more about that.

Baroness Campbell: The school sports partnership model was designed against the issues that were of concern to us. One of the biggest issues, which still is here, is this lack of expertise in primary physical education at primary school level. During the school sports partnership, we appointed in every primary school a primary link teacher, who was a generalist teacher who was released 12 days a year to get professional development in physical education. That did make a shift change. It has slipped back.

On my tour of Britain, which I am calling my concert tour, going round talking to all these primary head teachers, their biggest issue is a lack of expertise in school to deliver this. It is not that they do not see it or understand the importance of health—they do understand the importance of the educational impact of this subject—but they just do not have expertise in the schools. So you could start to create a peripatetic physical education specialist that works around a number of schools in a cluster, which takes us back to the concept we had, but maybe moves it on a bit in terms of it being a primary specialist as opposed to the school sport co-ordinator who was a secondary specialist released off-timetable to help primary colleagues. So we could move this forward.

There is no way that every primary school—all 18,000 of them—can afford, or indeed occupy, a full-time PE specialist, but they do need specialist support and mentoring. I am hearing—the schools say very clearly to me—that they are going to use some of the money they have got at the moment to begin to create this peripatetic role of someone who can provide mentoring in sport to a number of primary schools and raise professional standards across those schools.

Baroness Grey-Thompson: One of the issues outside the sector is where we interchange the words, “sport”, “physical activity” and “physical education”. We are probably guilty of doing that within the sector slightly, as well, because we all think we know what we mean by it. But within a small primary school, actually what you can do—we think about sport and they might not have the facilities. If they start thinking about physical activity and have the skills and ability to be creative with what they do with the children, they are then able to link in to other primary schools. I think we could actually do something quite exciting. In a small community, if you are thinking, “How do we play football and hockey when we just have a small hall and a bit of grass outside?”, then obviously it seems too big and too challenging.

Q179 Bill Esterson: You have all described, in various different ways, the value and benefits of sport, physical activity or a combination of both, in health, learning and improving the life chances of children, including disabled and excluded children. We have had strong comments on that. I just wonder how strong the evidence and evaluation of that are. I completely accept it, from my own background, but how strong is the evidence? I just wondered whether Ministers fully accept it or not, given the discussion that we have had here and the way that you, Tessa, described how it has had to be re-created after school sports partnerships were disbanded. I just wonder whether Ministers fully appreciate the evidence and what the real evaluation is.

Baroness Campbell: I think we have plenty of evidence, but I guess it sometimes comes down to a sort of philosophical view about how education should be carried out. There is plenty of evidence, whether it is the evidence that Tessa outlined for specialist sports colleges in terms of academic achievement, or the evidence we have from an extensive programme funded by BSKyB called “Living for Sport”, which is targeted at small cohorts of disadvantaged youngsters

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who are about to disengage from education. We can demonstrate that we are recovering nearly 70% of those youngsters back into the mainstream. These are kids on the verge of exclusion.

It is too simplistic to think that this is just sports somehow doing it. This is not going and doing five-a-side with these kids; this is using sports, its values and its context, and understanding it as a vehicle to change. I know you know its impact in terms of boxing and so on. You can transform kids' lives with this thing.

It is important—Tanni made this point—that we use the words “physical education”. It is a national curriculum subject; it is not a nice-to-do extra, but is at the heart of the curriculum. We have not helped our teachers or head teachers maximise the use of that, except through our specialist sports colleges. We were beginning to cascade that out, and I think we have lost that a little bit. We need to get that back. Physical education as a national curriculum subject can be a powerful force for good. Then you add sport provision as a supplement and complement to that, and you add and engage health and activity for those who take part in physical education, but we want to get them into a daily active lifestyle.

There is plenty of evidence to show the impact of healthy children on academic achievement. We have plenty of initiatives that show the impact on behaviour, attendance and truancy. We have the evidence; it is whether people want to believe it.

Dame Tessa Jowell: There is also a good body of evidence that shows that if you do not ring-fence money that you want spent on sport, it will not be spent on sport.

Baroness Campbell: That would be true of teacher release. Where we had teacher release, it was very hard to track it because we were not allowed to track it. However, we know—again, I am afraid that it is anecdotal in its nature—that only 60% to 70% of schools used that money for the purpose it was intended, and 30% did not. Again, I think that that is indicative of head teachers' understanding of the power of this subject. That is partly because we have just not embedded it in that way.

Q180 Bill Esterson: If the evidence is there, why aren't Ministers accepting it?

Baroness Campbell: You would have to ask them that. I can't answer that.

Bill Esterson: I am sure we will.

Dame Tessa Jowell: Can I add to that? I think that the policy has suffered to some degree through fragmentation across Government. That was a struggle that we had when we were in government—to achieve proper lockstep between DCMS and DFE. Also, as you rightly said, there is an important role for the Department of Health. That template really needs to be set within Government. This decision was led by the Secretary of State for Education, who had some pretty bad advice.

Q181 Charlotte Leslie: Where would you put sport in departmental arrangements? Where should it be?

Baroness Campbell: School sport or sport?

Q182 Charlotte Leslie: Sport as a whole, because I am not sure that we understand the culture of sport and use it to its maximum. Where would you put it? At the moment, it is the last letter of DCMS, and that does not seem to reflect the importance that it has.

Baroness Campbell: Having been the chair of UK Sport and been responsible for elite sport, it most certainly suitably fitted, as did community sport, into DCMS and the wider local authority cultural strategies and so on. My instinct around school sport is that unless it is embedded in education; unless head teachers see this as value; and unless Ofsted is seen to be inspecting it and valuing it, it is always going to be an add-on. I agree with Tessa. There are three huge Departments here, and I do not know that we have ever found the real answer to this. I remember, in the early days, trying to put a strategy together. I used to run from DCMS to DFES and then dash into DOH. It was trying to pull together those three agendas. For me, school sport must be embedded in education.

Q183 Chair: Is it so important that we should have a sports Department?

Baroness Campbell: I'll let you take that, Tessa.

Dame Tessa Jowell: To take Ms Leslie's point, I think that, increasingly, modern Government will have to adapt and be more flexible and move beyond delivery in established Departments. I think that that creates rigidities. It means that every pound is not as effectively spent. The structure of delivery in modern Government will need to be more thematic, rather than departmental. The point is, you are probably talking to the three most partisan people, or three of the most partisan people in the world, who would say, “Yes, there should be a Secretary of State for Sport, because of the intrinsic benefits and all the consequential benefits.” For all we know, there could be a parallel inquiry into childhood obesity being undertaken by the Health Committee. There is no point in wringing your hands about the intractability of childhood obesity and seeing children doing less sport and less physical activity in school, because that is the way you stop it.

Q184 Neil Carmichael: The question of the location of sport is an interesting one. Everyone remembers Denis Howell as Minister of Sport. He doubled up as Minister of snow and then drought. It underlines the slightly awkward positioning that sport has had.

I want to go back to the question about primary schools. What you were saying before, Baroness Campbell, about the need for proper training and so forth in primary schools applies to other subjects as well. You could sketch an argument for more co-operation between schools, certainly primary schools, on more than just sport. I just put that on the table. The real question that needs to be asked, and we did probe it last week with other experts, is about the role of Ofsted in judging the performance of schools and whether Ofsted itself has the right expertise to make a judgment about sport and the way in which sport is being promoted in schools.

Dame Tessa Jowell: A quick point about the first part of your question. Certainly our Government ran creative partnerships, an analogous model to school

sports partnerships, for children to be able to engage in creative activity, linked to big and, for the most part, prestigious institutions as well. Yes, you can see this as a very effective way of ensuring that all children have these enrichment activities.

On the second question, on the competence of Ofsted, I am sure the Committee has seen and you have read their most recent report, which I think was a very thorough and authoritative report, which must presume that they have the competence to make these judgments.

Q185 Bill Esterson: Tanni, you were in the running to be the chair of Sport England. Perhaps you can say what your priorities would be if you had become chair.

Baroness Grey-Thompson: I am not sure that my priorities would have changed. We have to take PE and physical activity much more seriously in schools, from primary school onwards. We have to look seriously at teacher training. We are missing a massive opportunity if we do not do that for the health of future generations. We have to be slightly smarter. We could put pressure on some of our governing bodies to do better work—certainly around linking disabled children into sports opportunities, as opposed to physical activity.

It comes back to the previous question about whether sport is taken seriously enough. I do not think that it is. It is always seen as something lovely, and when we have a successful Olympics and Paralympics the athletes get turned out, but because it is hard to do, it sometimes gets ignored in the years in between. It is a big challenge, but if we want to do something that is radically different for our young people, it means sensible investment.

Q186 Bill Esterson: So the legacy in schools could be for sport to be taken seriously.

Baroness Grey-Thompson: That would be a pretty good legacy.

Q187 Chair: Do you think that sport is taken seriously by the two big beasts, the Department of Health and the Department for Education?

Baroness Grey-Thompson: No.

Q188 Chair: Do you think that that is one of the recommendations this Committee should be making strongly?

Baroness Grey-Thompson: It all links together, doesn't it? I can imagine the difficulty of just getting the three Ministers in a room together, let alone their special advisers. I do not think that sport's impact is taken as seriously as it should be. We are trying to save money because of the tough economic times, but the obesity bill will keep rising and welfare benefits will keep rising. Actually, sport and physical activity can do an awful lot to challenge and help those things.

Q189 Craig Whittaker: I want to ask about the School Games. In particular, we have heard from a lot of witnesses how effective they have been at aiding disabled sports, and I wondered whether you agreed with that.

Baroness Grey-Thompson: The School Games are useful and it is important to have a focus. In disability sport, we have a plethora of organisations and different championships. If you added up how many national championships there are, there would be loads. I could not even begin to guess how many there are among wheelchair sports championships, sports-specific championships and deaf sports. The priority placed on UK School Games should be higher in terms of channelling young people into that route, but there is a massive challenge in terms of finding enough young people to fill the sports. I know that there has been a lot of debate and discussion about the right sports to have there.

In my sport of wheelchair racing, you sometimes struggle to get eight girls competing. That is a massive worry for the sport in terms of its future Paralympic potential. It is a wake-up call. It is not down to the UK School Games to change the number of people participating, but it is down to schools and governing bodies to focus on what they are doing. Personally, I do not think that there is enough focus in some governing bodies on what they are doing at that age group. There is definitely a move towards minimal impairment and lower level disability as opposed to looking across all the different impairment groups to find enough people to compete in those sports.

Baroness Campbell: The School Games are still a relatively new initiative. I guess one of the problems when you keep changing strategy is that things get bedded down, then they disappear and then you bed them down. Overall, more than 17,000 schools are now registered to take part in the School Games.

You probably know by now that there are four levels of competition. From the very outset, the Secretary of State from DCMS—now at the Department of Health—was very clear that he wanted inclusion at the top of the agenda. The very framework was built around it being inclusive in practice. The 50 Project Ability schools that sit across the country are particularly responsible for ensuring that the School Games are inclusive. They do that by helping to train and support teachers and coaches to ensure that we can have a fully inclusive programme. Tanni is right that that does not mean that it has solved the problem, but it means that it has got the right approach. I think we are making real headway with the School Games, but my view is that if you are going to create a real transformational change in school sport we have to have some sort of cross-party agenda—a bit like we did for the Olympics—that allows us to have some sustainable strands of investment that allow us to really transform things. You are not going to transform things in a window of two or three years—it just isn't doable. You can change a few things and you can make a few things better, but you don't make that step change. If we are going to make a step change with competition in schools, using the School Games as a vehicle, it needs to have long-term, sustainable support.

Q190 Craig Whittaker: Judging on what you have just said, Baroness Campbell, would it be unfair to say that this is actually part of the legacy and not just

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a branding as part of the legacy of what was already happening anyway?

Baroness Campbell: Things were happening. We had a level four school games for six years before we had the School Games, called the UK School Games, which was funded by the Legacy Trust. We had some competition managers on the ground, who were part of the school sports partnership framework and were improving competition. The difference here is that we have a national model now. That is allowing us to work with governing bodies to create a very clear framework that sits alongside their other governing body framework, so we have not got a schools framework and a club framework, we have a framework for young people. That is a big step forward, but it is going to take time to bed in and really deliver what everybody wants of it. I would just say, to finish, that competition is one part of the legacy. It cannot be viewed as the legacy; it is a part of what we are trying to do here for young people.

Dame Tessa Jowell: The final point that I wanted to add about the School Games is that it was quite easy that they be prestigious in the Olympic year, but maintaining their prestige, and the idea that this is a big thing to be part of for young people competing, is incredibly important. That comes through a number of things: not just the level of financial support but also the athletes who are the associated faces, and so forth. So it is not just going to happen: a lot of investment and effort is going to have to be made, particularly post the Olympics, when the risk is that there is a bit of a dip in public concentration on this.

Q191 Chris Skidmore: I want to turn to school sports partnerships. I know we have mentioned them throughout our discussion. Can you sum up what the loss of school partnerships means empirically on the ground, from what you have seen? We have received some evidence, but we would be very grateful for your thoughts about their removal and what the impact of that will mean for schools.

Baroness Campbell: What I said right at the beginning is that it is the unified offer that has gone. There are still some good areas where, through effort on behalf of the old partnership, they have sustained themselves, but there are also now patches where there is very limited good practice. So we have gone from universality of offer to a patchwork quilt. Probably the three biggest things we lost were, first, capacity—a consistency of capacity; some of it has been retained by people managing to self-sustain, but we have lost that consistent capacity to effect change. The biggest losers were primary, because the school sport co-ordinator person released out of the secondary school—a PE specialist released off timetable, working with that family of primary schools—was having a real impact on primary provision. Where that has not been retained, primary have been the big losers.

Q192 Chris Skidmore: When you say that has a real impact on primary provision, what would that relate to for the offer for the pupil, aside from the money given to a PE teacher or specialist?

Baroness Campbell: Because we had an ambition through the school sports partnerships to ensure that all young people got a minimum of two hours of PE and sport a week—I know you cannot make that statutory, but it was an implied minimum standard—what we got was more time for PE in our primary curriculum, for a start. That has slipped back: there is no question but that in those schools where we haven't got any presence, it has slipped back. It was about providing support for the classroom teachers who are not specialists in physical education, 50% of whom have less than 10 hours' training in PE before they are out in front of the class. Just to pick up the point that has been made, it is a different context for teaching physical education from virtually all other subjects, which happen in a classroom, where the management of the environment is very similar. The moment they are outside, they are moving. That environment is quite scary and very challenging. We have classroom teachers who, when surveyed in Ofsted reports or ones that we have done, are lacking in confidence and competence to teach the subject well. The words Ofsted used were that they "lacked the specialist knowledge needed to teach PE well".

What those people were doing was providing that much needed mentoring, support and, in a way, hand holding to help those teachers to begin to deliver more effectively. In some places, we have retained that but in some places that has now gone. The new money—the new £150 million—that is going directly to every primary head teacher, some will use really effectively but I fear many may not.

Dame Tessa Jowell: In addition to the structural outline that Sue has clearly given, we have lost the sheer range and choice of sports. Having that range and choice is important to maximise the participation by boys and girls.

In all the sports colleges and school sports partnerships I visited I was very struck by the absolutely relentless focus on engaging girls particularly. I think some very uninformed and stupid comments have been made about, for instance, aerobic exercise, dance, street dance and that kind of thing. The specialists would say that for young girls the important thing is good cardiac exercise, raising the heart rate. Of course, the thing is that once you are exposed to that, and you have young girls who feel fitter and healthier, the evidence is that they go on to choose other sports.

So one thing is exposing young people to a range of individual and team sports. The other we have not yet addressed. It is the question of participation and competition. School sports partnerships were designed to do both, while at the same time recognising that a young swimmer might start off splashing around in the primary class but show real aptitude. That young person, as they go through school, is likely to need a lot of help with organising themselves, the balance between their school work and training time, in order to realise their potential in school and in their chosen sport.

It really aggrieved me when I saw a lot of school sports partnership staff described as bureaucrats. You can't get into school competition unless you have somebody who is going to book the buses, tell the

parents that the kids are going to be home late, arrange packed lunches. There is a lot of organisation in getting maybe 300 or 400 children from a secondary school over a weekend taking part in competition. That is what school sports partnerships were able to do, by having designated people who had jobs to ensure that happened.

Baroness Grey-Thompson: They might not have been perfect everywhere, but they delivered a huge amount of opportunity for young people. What Tessa said is so important. So many women of my age and younger had an horrific experience of physical education in school, being forced to do competitive sport in gym knickers and aertex blouses. They don't do that any more, thank goodness.

We need to be really creative about how we engage with young women, and everybody, not just the sporty boys who are valued. One thing I find really difficult about political decisions is, how much money did we spend scrapping the school sports partnerships, as opposed to the funding that is now going back into primary schools? In sport, we recreate the wheel so many different times. If you look at the structure of Sport England, it has been centralised and regionalised and centralised again. I would be fascinated to know how much money we spend on restructuring as opposed to project spend. We need to focus our money on a long-term strategy that is passionate about physical activity and sport, not worry too much about who does what. I get very frustrated about the amount of money we spend.

Q193 Chris Skidmore: On the issue of money, I know that Michael Gove is reported in *The Times Educational Supplement* as saying there is an issue with the financial sustainability of school sports partnerships. Would you agree with those comments? Written evidence has been submitted to us saying that spending did not ensure sustainability and created a culture of dependency on continued funding.

Dame Tessa Jowell: School sports partnerships were very good value for money. As Tanni said, not all of them were perfect, so you have Ofsted as an instrument to ensure inspections, just as Ofsted is charged with responsibility for quality in schools. That goes back to my point that there is no point in talking about the number of kids who cause trouble by not being in school or who become overweight or prone to various forms of diabetes and other obesity-related conditions and then saying, "But we cannot afford to sustain spending on sport." Sport is the way in which you begin to turn that around, to turn around the epidemic of childhood obesity and the disengagement of disaffected young children—those young people who have no sense of pride in themselves.

Talk to the girls who go boxing about what they discover in themselves. These are girls who, before they took up boxing, in many cases did not have very much going for them. If the three of us sound frustrated, it is because it is so simple, but you have to will the end, you have to decide that you are going to do it and you have to carry on doing it. That was why, in the summer, I said, "The Opposition are prepared to engage in a long-term commitment to

school sports partnerships, or if somebody has a better alternative, but it has to be sustained for the long term, and then we'll see in 10 years' time a generation of children who are fitter, healthier and more motivated and who will populate our future generation of gold medal winners, and so forth."

Bill Esterson: I was just going to ask whether getting rid of school sports partnerships will reduce our medal haul in the Olympics and Paralympics, but you might have just answered that question.

Q194 Charlotte Leslie: Boxing for young women who have suffered sexual abuse is extremely efficient and good at getting back pride and confidence in their bodies. I have two very quick things. First, do you think there is any merit in what is often said to me, which is that because we have a lot of civil servants who may have been happier in the library than on the sports field, there is a general culture in politics that does not understand what sport can do?

Dame Tessa Jowell: You have two antidotes to that here.

Q195 Charlotte Leslie: Secondly, on links to amateur sports clubs, you gave the example of a swimmer. In my swimming experience, if you want to progress, you need to be linked up with an amateur sports club. For middle-class kids, it is great because their parent will take them, but for children who come from less organised and more chaotic backgrounds, that is often not the case. Is that something school sports partnerships did, and is it something we should be working on more in our organisations and schools?

Baroness Campbell: It did make a significant inroad into that. Just to answer the slightly frivolous first part of your question, I think it is an issue. I look back as a physical education teacher and think, "I wonder how many people I put off this subject in my life," because I seem to meet them every day in Government. I obviously did a pretty bad job as a physical education teacher, but if physical education is taught well, it should be something that people remember as being relevant, purposeful and enjoyable, and it should give them a platform. Whether that platform takes them on to sport or on to just being healthy and having an active lifestyle, the platform is critical.

On the second part of your question, I think it is very important that schools have links to communities and clubs. Quite often, when people talk about drop out, what they are looking at is the drop out between schools and clubs. That tends to be for those who want to do sport. It doesn't look at those youngsters who want to go from activity to a more leisure-based activity programme, a recreation programme or just a physical activity programme. So when we talk about the massive drop off of girls, for example, if you are looking at those who register to play hockey, netball and so on, it would look like a significant drop off. If you look at those girls who are joining the local dance, yoga or fitness group, it probably would not be as bad. We sometimes get this school club link in our minds, which says that everyone has got to go to a club. Clubs cater for people who want to do sport, but we want to provide a wider range. We are trying to

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connect schools to a much wider provision in the community, beyond just the NGB clubs.

Q196 Chris Skidmore: Between April and May this year, the Committee commissioned its own online survey of teachers to find out the impact of the abolition of school sports partnerships. We had 258 respondents, of which 60% said that they were still involved in their own informal SSPs, but 95% stated that they were still actively involved in competitive sport. Do you feel that, even though we have had the abolition of SSPs, in a way the focus on competitive sports will continue, in which case, can we truly justify the fact that—even with removing the money for SSPs—competitive sports will continue?

Baroness Campbell: Again, we must keep the balance that competitive sport is one area of legacy—it cannot be the only one, or you would exclude nearly 70% of the young people we are talking about. On competitive sport, remember that we replaced the 450 partnership development managers we made redundant with 450 school games organisers a month later. So we made 450 full-time partnership development managers redundant, and replaced them with 450 three-days-a-week school games organisers. The reason people are still experiencing competition is that those school games organisers are still doing a very good job—they cost a little less, they have a little less time, but they are entirely focused on competition. If you were to ask the question, what we have probably lost is that wider provision that Tessa is talking about, rather than the competition framework, which through the School Games organisers and the work we do with the governing bodies is actually slowly getting stronger—and, I have to say, probably would have done under the previous system. We are making that a little stronger, but it is that wider provision that matters.

Dame Tessa Jowell: I also draw the Committee's attention to the report by the Smith Institute, which was published last week and had some quite extensive

media coverage. It shows the level of reduction: an estimated third of schools reporting a decrease in sports since the end of ring-fencing; for 68% of school sports staff, a decrease of participation in their area; and 86% of staff saying that they preferred the school sports partnership model. So it would be worth putting that together with the other evidence that the Committee has had a chance to consider.

Baroness Grey-Thompson: I do not know the figures for London, in terms of where our Olympic medallists came from, but for Beijing 37% of our Olympic medallists came from the independent sector. We do not have that data for the Paralympics. In terms of what we spend on health, prevention or the criminal justice system, £150 million is a drop in the ocean. A pressure sore for a disabled person can cost £200,000; actually being physically active can prevent some of those things happening. If we invested in the state sector in the way that the independent sector does, just think how good we could be at the Olympics and Paralympics; we could actually be amazingly good, as opposed to just being pretty good, as we are now. That tends to be the focus for a lot of the time that we look at medals. If the independent sector stopped concentrating on physical activity, and then it affected our Olympic and Paralympic medallists, there might be more of a concentration and focus on what we do across the board. To declare an interest, my daughter is at an independent school because it takes PE seriously—there is someone to book the bus, to organise the competitions and to make sure that they can do that at the end of every school day. That is where school sports partnerships were absolutely amazing, in terms of really making a big difference.

Chair: Okay. Thank you. We have come to the end of our questions. Thank you again for coming along to see us this morning. If there is anything else that you think of—something that is burning which you think you should have said—please write to us. Thank you.

Tuesday 11 June 2013

Members present:

Mr Graham Stuart (Chair)

Neil Carmichael
Alex Cunningham
Pat Glass

Chris Skidmore
Mr David Ward
Craig Whittaker

Examination of Witness

Witness: **Mr Edward Timpson MP**, Under-Secretary of State for Children and Families, gave evidence.

Q197 Chair: Good morning, Minister, and welcome to this session of the Education Committee. It is a pleasure to have you before us again. As you know, we are discussing today school sports following London 2012. Can I ask you why sport seems to be a political football that gets any attention or funding only when there is a little bit of political pressure, and then there is a short-term fix? School sports partnerships under the last Government were temporary; they were not guaranteed long-term funding so they could not embed good practice. Now you have come up with the primary sports premium, which is for two years and again offers impossibly little chance of developing long-term strategy as a result. Can you explain that, and tell us whether you might do something to change this?

Mr Timpson: First, thank you for the opportunity to let the Committee have some more details about how we are building on the Olympic legacy around school sports. I think you will have seen the written ministerial statement from my colleague Hugh Robertson in the Department for Culture, Media and Sport on 21 May, which sets out that legacy as an update.

Q198 Chair: He did not seem very keen to appear before us alongside you.

Mr Timpson: I cannot speak for Hugh. What I do know is that he has helped deliver a fantastic Olympic Games on behalf of the whole nation and he continues to be extremely dedicated to the cause.

Q199 Chair: Yes, he does, but Culture, Media and Sport, as a Department, has been keen on embedding sport for the long-term and probably takes rather a dim view of DfE's rather occasional interest in the matter.

Mr Timpson: That certainly has not been my experience in my close working with both DCMS and the Department of Health.

Q200 Chair: Hugh has been full of praise for DfE's approach to sport, has he? I am surprised he has not rushed here to tell us how absolutely fantastic he thinks DfE has been on sport, if that were true.

Mr Timpson: If you look at his written ministerial statement, you will see how he sets out the very closely-co-ordinated response to school sports through the sports premium, which has, for the first time, brought together three major Government Departments in a joint approach, not only in terms of the funding but also the implementation. Rather than

us all going off on our own agendas and delivering for our individual Departments, we have looked at this very closely collectively, having also listened very carefully to all those on the outside who are in the know—teachers, parents, pupils, national governing bodies, the Youth Sport Trust and others—so that when we came up with this package it genuinely reflected where people believe there needs to be the most effort put in, which is at the primary-school level.

To answer your question about whether this is a political football, there are many areas in my own brief where I am grateful that they are not political footballs. I would hope this would be another area where we are all seeking to achieve the same outcome or objective, which is to get children active and interested in sport at the earliest possible age, so that it becomes a habit for life rather than something they dip into and are, on too many occasions, put off by their experience during their early years. There was a strong consensus that primary school was precisely the right focus. We have listened to that and we have acted on it.

As you know, we have wonderful things called spending reviews that come round every so often and every Government has to take those into account. This Government is no different, particularly given the more constrained financial circumstances in which we find ourselves. I am confident, though, that, as Andy Reed from the Sport and Recreation Alliance said, this money will go a long way, and potentially further than the old system and the money that was provided for that. We need to build on that and I am very happy, as ever, to talk to politicians from all parties to see how we can make sure that this is a legacy that is durable.

Q201 Chair: It does not seem to me that that is all that likely, really. You have got primaries that lack the sporting investment over the years we have seen in secondary schools, and it is for just two years, with high levels of accountability. Heads will be in a rush to spend the money in order to justify themselves when Ofsted come knocking. The likelihood that over two years they are going to be able to do something with long-term positive effect is rather slight, is it not?

Mr Timpson: As I said, I would like to be in a position to look beyond the spending review, and there will come a point when decisions can be made about where future money could come from.

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Q202 Chair: You do not treat maths like that. When you do an initiative on maths, you do not say, “We are going to do it for five minutes”, do you? You change the system and then you put policy into place for the long-term. Why are you saying that primary is the most important area to focus on in sport, yet all the permanent spending is embedded in secondary schools? You are doing nothing to unpick that and move it to primary. Instead you have found a few hundred million over two years to throw at this because you are under pressure following the Olympics.

Mr Timpson: I would not accept that premise. When I took on this role back in September, one of the first things I did was sit down with some of the best heads in the country to understand how they make sport work in their schools and what “good” really looks like. Lord Coe has been very closely involved with this, advising us on what he understands from the huge amount of experience he has and making sure we are focusing on the right areas. Baroness Sue Campbell, who gave evidence to this Committee, has also been heavily involved in this process.

This is not something that has been conjured up overnight; it is a very carefully thought-out package. The reaction to it has been broadly positive. That has certainly been my experience when I have gone out and visited schools, both mainstream and special, to understand how they are thinking of spending this money.

The legitimate point that you make is: “What happens next?” I think that is really the basis of the few questions you have put to me, and it is a fair challenge.

Q203 Chair: If I may interrupt, Minister, if head teachers and people with an interest in sport in primary know that this investment is going to continue, their behaviour and their treatment and use of that money may be very different from if they think it is a two-year one-off. Have you got a message for them today?

Mr Timpson: The message is that this is a huge investment being made by this Government in very straitened times, and is testament to how important we believe sport and physical education are to our nation of children. We have seen obesity levels continue to rise. A over a fifth of children at reception age are still either overweight or obese; that increases to a third by the time they get to Year 6. We need to do something about it. That is why the Department of Health, the Department for Culture, Media and Sport and my Department have come together, where we have programmes that we know work, to try to embed them closer to schools and to the community. We have also listened to others about what we can do better, so that we build on where things have been successful.

Q204 Chair: One thing you can do better is do it for the long-term. That is the message I am looking for. We all know there is a serious problem; we all know there is recognition that something needs to be done in primary. It just seems that this could be described as tokenism, rather than a fundamental re-working of

both sports investment and Government policy for the long-term to support such a change.

Mr Timpson: This is £300 million of extra money over two years, and that in itself is a strong indication of the importance we place on improving sport in schools.

Q205 Chair: What is your message about the long-term? How high a priority is this? We will see what happens after an election, but if you say that the aim is that that sort of investment should be sustained in the long-term and that is a high priority for this set of Ministers, this Committee can be talking to others and trying to make sure that there is a consensus on that investment over the long-term. What we would not want to see is £300 million spent in a hurry because schools felt the pressure to do so and there was not the sustainable long-term benefit one would hope from £300 million of public expenditure.

Mr Timpson: Chair, you know as well as I do that the constraints of the spending review mean that I cannot commit without—

Q206 Chair: You can tell me whether it is a high priority. You can tell me whether you really want it to continue.

Mr Timpson: As part of that spending review process and looking forward, I would be the first to be batting very hard on behalf of school sports to make sure that the £300 million continues to be built upon in the future, but, more importantly, that the progress that that will help bring about does not start to weaken because of the lack of perceived sustainability going into the future. From my point of view, I am clear that I see this as a high priority. The Prime Minister sees this as a high priority.

Q207 Chair: Continuation of investment following the £300 million?

Mr Timpson: The Prime Minister sees improvement in school sports as a high priority. This is why this is ring-fenced. This is the only money going to schools that is ring-fenced for a specific purpose, and that in itself is a clear way of describing the importance we place on it.

Q208 Chair: Should I, as a head teacher of a primary school, act on the basis that the £150 million a year is going to keep going and the £9,000—or whatever it is—per primary school will keep coming to my school and invest on that assumption, or am I doing it on the basis that I have got 18 grand over the next two years and that is it? Which assumption should I make? I have got to make one or the other.

Mr Timpson: I want all primary school head teachers to embed sport in their schools. We are providing them with additional money, guidance and support to do that. We have made it clear that it is a high priority.

Q209 Chair: You are not answering my question. You are doing a very good job of not answering my question, Minister.

Mr Timpson: As I have explained, I am not in the position to commit beyond the current spending review—

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Q210 Chair: No, okay, but if you were a head, what would you do?

Mr Timpson: But I have given a strong steer that I, as the Minister responsible for school sports, see this as a high priority, not only as part of our Olympic legacy but for the health of our nation's children.

Q211 Chair: You see it as a high priority not just for the next two years but in the years following?

Mr Timpson: It should always be a high priority.

Q212 Mr Ward: If there are any staffing implications or benefits coming from the additional funding, would your advice be to ensure that those are on a temporary basis, pending the outcome of further funding discussions? In a school, you have got to make decisions to recruit staff; you have got to offer them something. Can it really only be done on a short-term, temporary basis?

Mr Timpson: One of the reasons we are giving money directly to primary schools is that we believe that teachers and head teachers are best placed to meet the needs of their individual children.

As a Member of this Committee in its previous incarnation—as the Children, Schools and Families Committee—when the Chair was an illustrious Member, I remember a report on schools entitled, if I recall, “Trusting Teachers”. That is the basis on which this money is going to them: because we believe that they are best placed to make those decisions. I am not going to dictate from the centre how schools should or should not spend this money.

Q213 Mr Ward: In a sense you are, because, having sat on governing bodies for 30 years looking at budgets, we are usually trying to plan over a three, four or five-year period. If we wanted to develop something in maths or ICT, we would have a long-term plan. For this part of the budget, the development of sport using this funding, the governing body when it is sat there is saying, “Well, we can do something for a couple of years and then we will just have to see what comes along”.

Mr Timpson: This is additional money. PE has been on the curriculum and will continue to be on the curriculum as a core element of it. The funding that is going to schools through the Dedicated Schools Grant is also money—albeit not ring-fenced—that is available for sports provision. The sports premium is not the only money that is there to meet that objective. It is also important to remember that each school does not have to do this in isolation. For example, I am aware of four primary schools—two in my constituency and two just over the border—that have looked at the various options of how to spend their sports premium and decided that they will pool their four sports premium budgets to buy in a full-time PE specialist, who will spend a day in each primary school each week and the fifth day as a flexi day to make sure that those children who are falling behind are able to catch up.

Q214 Mr Ward: Is that a temporary contract?

Mr Timpson: I do not know whether they have reached that level of detail and I do not know what

their contractual arrangements are, but that demonstrates to me that this approach provides much more innovative ways in which they can bring in that high-quality PE teaching that we all want to see at a cost to them that they can meet with their sports premium.

Q215 Mr Ward: In terms of cross-departmental co-ordination, can we have a better understanding of the actual process that takes place there? Health, for instance, is contributing 40% of the money to the pot, so £140 million over two years. Is that formalised? Do you have regular meetings? Do they have their own specific targets that they want to achieve from their chunk of the money? Similarly with DCMS and yourselves, do you each have things that you want to get out of this that you will assess that level of funding against?

Mr Timpson: There are a number of aspects to this. There is the sports premium, which you have alluded to. You are right in saying that each Department has made a significant contribution: £60 million from the Department of Health each year; £80 million from my Department; and £10 million from the Department for Culture, Media and Sport.

Over and above that, we have the £1 billion Youth and Community Sport Strategy coming out of DCMS. We also have £22.5 million from the Department of Health towards the School Games organisers. They also have their Change4Life programme, which I think is about £8.4 million, to help bring about 13,500 clubs by 2015. There are already 7,000 to date; about 750,000 children will be taking part in that.

In terms of how we measure the impact of all of those elements, you will be aware from previous evidence you have heard, and written evidence as well, that there will be, within the Ofsted inspection handbook, a new measure, effectively, as to how well schools are using the new sports funding to improve the quality and breadth of the PE and sport in their schools. That will include participation, healthy lifestyles—which is the Department of Health's measure, in effect—as well as what I would term “personal best” but is their level of performance, to make sure that they are improving against it.

Q216 Mr Ward: What about health outcomes?

Mr Timpson: We have the National Child Measurement Programme, which continues. That is the Department of Health's prerogative. We also have the “Taking Part” survey, which comes out of DCMS, which measures the level of participation. The good news on that is that the latest survey shows that in the six months either side of the Olympics we saw a significant increase in participation. We also have the “Active People” survey, which is the Sport England survey. The most recent survey, in December 2012, showed that the number of people participating in sport at least once a week had gone up to 15.5 million, which was an increase of 750,000 from the previous year.

There are some good ways of measuring success, not just in schools but in the wider community. We also get feedback from national governing bodies, from the Youth Sport Trust and from Sport England through

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these various methods, so we have a full and rounded view of progress. Over and above that, Ofsted are going to do a “one year on” survey into the impact of the sports premium to see where in the first year, which is often the most difficult year, that impact has been greatest and where we still need to go further. I am sure this Committee will be interested in looking at that when it comes out.

Chair: Very.

Q217 Chris Skidmore: Last summer, everyone got very excited about what the legacy of the Olympics and Paralympics should be as the ‘Legacy Games’. What is your vision for an Olympic and Paralympic legacy? How would you define it?

Mr Timpson: I have alluded to the written ministerial statement from Hugh Robertson from just a few weeks ago. That sets out in some detail the enormous progress that has been made right across the board in delivering the legacy. There is the physical legacy: whether all the venues have now found a proper, long-term future. You only need to travel to Athens or Barcelona to see where that can go horribly wrong. We have secured all major venues with a long-term future, in large part testament to the work of the Mayor of London. That is an important legacy.

Over and above that, as you said, it is how we capture the spirit of the Olympics and Paralympics. Through the youth sport strategy, there are a number of strands. For example, the Get Set programme was very successful last year and is going to run over a longer period of time, and, in disabled sport, we have the continuation and growth of the School Games, through which about 10,000 schools are including children with disabilities in competitive sport. We have also, through the Project Ability programme, got 50 schools that are pioneering disabled sport. I had the opportunity last week to visit Marjorie McClure Specialist School in Chislehurst, where, you will be pleased to hear, I managed to beat John Steele from the Youth Sport Trust in a wheelchair race.

Chair: I should have been there.

Mr Timpson: You should have been there. I think it has been captured on video for posterity. I saw there that they were using the Paralympic values as the basis for their embedding of sport and trying to widen participation and competitive sport in that school. In many ways, that is the most important legacy: that the next generation who are coming through, rather than seeing sport as an adjunct of their lives or something that they just watch on telly, get out there and get the opportunity, in both their schools and their communities, to broaden their horizons and embed it in their own lives.

Q218 Chris Skidmore: That is great rhetoric, but how do we specifically define discrete outcomes for a legacy? You have talked about the £300 million, which is going to run out after two years, but, if you do not have set outcomes where you can say, “Yes, we have achieved this”, people will always doubt your ability to have delivered a legacy. To protect yourself against that, you must have outcomes that you feel represent the legacy you want to achieve, how you are going to go about it and, by the end of the two years,

what you want to present to the nation and say, “Look, we have delivered the legacy”. What would be your specific discrete outcomes, rather than anecdotal evidence?

Mr Timpson: I have given you some figures for increased participation, and so on. I think it would be wrong to say, “We are going to set targets for the number of people we want to be able to do this, that or the other”.

Q219 Chris Skidmore: Not targets, because they are not outputs; they are outcomes. In Health, for instance, Andrew Lansley has long talked about long-term strategies where you arrive at a figure. It would surely make sense that that would be the same for school sports; it is not necessarily a specific target, but within five years or two years, you want to aim for something, otherwise how are you going to justify the money being spent?

Mr Timpson: Perhaps it is obvious for me to say this, but we want the trajectory that the Olympics has helped spark to be a continuing trajectory. One of the reasons we moved away from the compulsory nature of the school sports partnerships is that, despite £2.4 billion being spent over seven years, it was not bringing about high enough levels of participation. Only two in five were playing competitive sport, for example. We want to see greater levels of participation and greater levels of competitive sport. We are seeing that through the School Games, which is also measured in the impact that it is having by the Government. We will, of course, now have the feedback from Ofsted inspections as well. If we are going to have outstanding schools across the board, they are going to have to be outstanding in their delivery of school sports. That will be a strong measure in determining whether we have made sufficient progress.

Q220 Chris Skidmore: We have already heard faint warning bells from some people who have given evidence to the Committee that, while there was an upsurge in interest and participation immediately after the Games, that has not really translated into people turning up at sports clubs, for instance. How will you monitor the evidence of translation into increased participation, apart from through the Ofsted survey? Will you just leave it a year, or will you continually look at it, in case you think, “Hang on a minute. Something is not happening here. We are not getting the early results we need”?

Mr Timpson: We will need to look at the “one year on” survey from Ofsted. That will be a key indicator of whether it has had the impact that everybody, in the conversations we have had, has been telling us is the likely outcome of the targeting of this money directly at primary schools. I mentioned the “Taking Part” and “Active People” surveys as well. I have in the back of my mind another survey, which showed that the number of people who were engaging in local community sports clubs has risen, but I am not going to hold myself to that because I cannot recollect the precise details of that as we speak.

What we can be sure about is that the opportunities for people—and particularly for children—to

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participate in sport are growing. The School Games will continue to grow; the Change4Life programme will continue to grow. We also have Sportivate, which is a Sport England programme where, for six weeks, young people up to the age of 25—it used to be 14 to 25 but we have now got agreement to lower that to 11, because I was worried about the transition from primary to secondary—get an opportunity to try out sports in their community. That is delivered with the support of Sport England. That has had around £56 million of funding put into it and about 220,000 children have had the opportunity to take part. A lot of activity is going on; because we do not read about it in the national newspapers does not mean it is not happening. In fact, it is, and that is another demonstration of it.

Q221 Chris Skidmore: One of the more shameful aspects of the 2012 Olympics legacy and the medal tally is that, when you look at the Team GB medal winners, over half went to private schools, like Millfield, for instance, which has its own 50-metre swimming pool. What do we do on the aspect of the legacy in terms of raising participation for elite athletes who come from state schools, particularly in inner-city areas and academies? Academies have been built in the past five years that do not even have a playground. What can the Government do to make sure that those pupils in schools that do not have the facilities that wealthier independent schools have will get access to school sports in the same way?

Mr Timpson: We do, of course, have the elite funding, which has now been settled, I believe. That is something that Hugh Robertson has been driving forward. You are right to look at and question why it is that in 2012 a hugely disproportionate number of our athletes went to public school. On any stretch of the imagination, it cannot be the case that there happen to be much more people who are good at sport at independent schools than there are in state schools. We need to try to harness sporting excellence that has not been given the opportunity to flourish and give it the chance to do so.

One of the problems has been the lack of PE specialism at the primary-school level. We are seeking to address that so that children who show promise at an early age get the opportunity to develop their skills. I think there is more that independent schools can do themselves. One part of this package has been to engage much more closely with independent schools and ask the question of them: “What are you doing to support schools surrounding you? You have got some fantastic facilities; you have an Olympic-size swimming pool. How many of the schools surrounding you have been able to use it?”

Q222 Chair: There are precious few of those and there are very many state schools with limited facilities. The answer is not to be found in getting Eton to allow even more people to come on to their rowing lake than they do at the moment.

Mr Timpson: The answer is for independent schools to work more closely with other schools. For instance, King Edward’s in Birmingham does a huge amount of work with surrounding schools.

Q223 Chair: My point was more about the limited scale of the independent sector as opposed to the large scale of the maintained sector. Notwithstanding that maximising the use of the independent school to support the surrounding area is a good thing, it is not the answer. The answer is that we need to have a policy to make sure those facilities are available, as Chris says, for those who attend most maintained schools.

Mr Timpson: A large part of the £1 billion youth sport strategy has been to refurbish and upgrade facilities right across the country. I think over 1,000 have already been through that process. That is, quite rightly, an area that needs to improve.

One of the other areas where the sports premium can be of assistance to schools—again, without telling them how to spend it but providing them with the best possible information—is in working with independent schools, who may have full-time PE specialists, some of whose time they would be able to buy so they could benefit from their expertise without bearing the full cost of employing them. Others, particularly in rural areas, which may be far from facilities, have the opportunity to use this money to help with their transport so that they can access those facilities more readily than they would otherwise be able to. Providing that flexibility opens up so many other opportunities that would not have been there without the premium.

Q224 Chris Skidmore: Swimming is particularly important because it is on the national curriculum that every child should be able to swim 25 metres. Even with those opportunities, it is just simply not the case in vast areas of the country, both in the rural areas you touched on and in inner-city areas. We spoke to someone from Lewisham, for instance, who said he simply could not get access to a swimming pool. There are not enough swimming pools in this country to achieve the requirements of the national curriculum. You simply cannot get pupils into the swimming pools. How do we get round that problem?

Mr Timpson: There are a number of aspects to this. Yes, there is the question of whether we have sufficient facilities.

Chair: That is the question.

Mr Timpson: The answer is no, we do not have enough facilities.

Q225 Chair: His next question was: “What are you going to do about it?”

Mr Timpson: Yes. If I could continue my train of thought, otherwise it is difficult to try to get some coherence. I have talked about the Places People Play programme from Sport England, which is part of their youth sport strategy to upgrade community facilities and refurbish them so that they can have a greater level of use.

We also need to recognise that there are areas of the country where there are a number of different primary schools that have highly different levels of participation in swimming, some of which are meeting the 25 metres compulsory element of the curriculum by the end of Key Stage 2. I have seen some areas where one primary school has a 100% record of

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achieving that, whereas another has a zero record of doing that, yet they have access to the same facilities. Yes, it is about the facilities, and the Sport England programme is helping to address that, and we need also to work with national governing bodies to see what more they can do to help schools access facilities, but it is also about the leadership within the school and how much they recognise the importance of that as part of that school's ethos, as well as delivering the curriculum. Some heads place higher priority on it and they achieve that objective handsomely; others do not seem to be doing it. With it being clear that that will still be part of the curriculum in the future, and with the Ofsted inspection providing a much closer level of scrutiny on their performance around swimming, I hope more heads will realise that they need to up their game.

Q226 Pat Glass: Minister, swimming pools are closing down all over this country at the moment. In my constituency, Glenholme swimming pool was closed down and demolished because the County Council could no longer afford to run it. That affected at least three secondary schools and numerous primary schools. That is happening right across the country. Is anybody aware of this in Government and joining this up? Is anybody doing anything about it?

Mr Timpson: If local councils are making decisions to close swimming pools that they have the ownership of and the responsibility for running, that is their decision. It has to be set against a backdrop of what they deem to be their priorities. They should know, as the deliverers of much of the school provision within their area, that the ability of a child, by Key Stage 2, to swim 25 metres unaided is clearly a part of the curriculum.

Chair: If being in the curriculum does not lead to the provision of the facility to allow the school to deliver it, surely that is a failure of Government. You say, "They should know". Is that because you are at their door knocking away? Are you mapping this? That is the point Pat is making. Are you going out there saying, "My God, you have got to make sure this facility is continued"? If you are not, we have got nothing but paper that says that kids should all swim 25 metres when in fact they cannot wet their feet.

Q227 Pat Glass: To be fair to them, Minister, it is not their responsibility. All the schools in my area are now academies; it is not the local authority's responsibility. This appears to be a mad situation in which facilities are disappearing, Government is not mapping it and nobody is doing anything about it.

Mr Timpson: Local authorities have the new responsibilities around public health and health and wellbeing boards are now being set up. I would be amazed if they were not looking at provision in their local area to help improve the health of their local communities by virtue of the facilities they have available.

In my constituency, they are in the process of developing a new Olympic-size swimming pool to replace a very old and outdated swimming pool, albeit much loved and in a beautiful building. There are local authorities that are making informed decisions

about what is best for their local community, and all other local authorities should be doing exactly the same.

Q228 Chris Skidmore: Coming back to leadership in schools, it is clear from Ofsted's recent report "Beyond 2012: outstanding physical education for all" that in one in three primary schools, the most gifted and talented pupils are not being pushed to achieve what they are expected to achieve. How do you deal with that challenge? What is your plan for ensuring that gifted and talented pupils in particular are given the opportunities that they deserve?

Mr Timpson: As you have already alluded to, Mr Skidmore, it is about better leadership in the school. It is also about having a stronger specialism at primary-school level. We know particularly girls are put off sport at too young an age because of the lack of engagement at primary-school level. Some of those undoubtedly will have had gifts and talents that never got the opportunity to be developed as a consequence. We need to improve what is sometimes termed "physical literacy" in our primary schools, have strong leadership on it, and recognise the benefit it has in terms not just of physical health but of a child's self-confidence and their ability to learn; it has a wider benefit to that child and to the school. The sports premium is part of that way of trying to generate a stronger focus on the benefits of sport, and it is head teachers, with the best possible information and guidance that we can give them, who need to make the decisions that are right for those children. I do not think I am best placed to make those decisions; I believe they are.

Q229 Chris Skidmore: When it comes to interface between schools—particularly secondary schools—and sports clubs, in January 2012 DCMS announced that Sport England would be funding a so-called "multi-sport satellite club" in every secondary school in partnership with the national governing bodies of sports. DfE supported this as a means of enhancing sport provision at secondary level. We are 18 months down the road, so you must have clear evidence of the impact of those multi-sport satellite clubs. We have heard evidence from Sport England, which has described these school-club links as sometimes being little more than a poster on a school noticeboard. Can you counter that comment from Mike Diaper at Sport England about the evidence of the impact that these clubs are having in secondary schools?

Mr Timpson: The ambition is, as you say, to have a multi-sport satellite club in every secondary school by 2015. From memory, the latest figures—I may have to come back and correct this, Chair; I am doing my best, rather than flick through bits of paper, to try to address the Committee directly—are 450. In terms of the veracity of those clubs, I am happy to write to the Committee and provide some more detail. I know that Sport England and the national governing bodies are working much more closely than ever before and have been an integral part of the work that we have done. Over and above that, we have county sports partnerships, which help bring about links between primary schools and local sports clubs. There is about

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£1.5 million going into them from Sport England as well.

Q230 Chair: To stick to Chris's question, have you made any evaluation of these multi-sport satellite clubs in secondary schools? Are they working or not?
Mr Timpson: I will find out.

Q231 Craig Whittaker: Minister, good morning. For the record, one of the last things that we did when I was in the cabinet in Calderdale was start the building of two brand-new swimming pools, which are now fully opened and being enjoyed. We also have a local community group that is building a swimming pool. There are some local authorities with those priorities still ongoing around the country.

You have mentioned lots of things: obesity and health; participation; briefly, talent identification; and, latterly, a few minutes ago, character-building. Can we really have a sports provision in schools that delivers all those things?

Mr Timpson: I do not think sport should ever be seen in suspended animation, away from the rest of school life. One of the reasons we have put such an emphasis on primary schools is because there are still too many primary schools where sport has not been given enough of an accentuated level of support, partly because teachers will say that there is so much to deliver elsewhere in the curriculum—that is why we are trying to pin it back to a more manageable level and provide them with the space to be more flexible and innovative in how they work in their schools. Sport should transcend all that; it should not just be an hour and a half on a Wednesday afternoon and not happen again during the week. There are ways that you can bring it to life within the curriculum. Where you recognise that a child has a particular talent—something we were touching on before—you can use that to boost their confidence in other aspects of their work at school. The answer is that we cannot rely on sport to do everything, but I think we can get it to do more than it has.

Chair: We have got limited time, Minister. Could I ask my colleagues to keep their questions nice and short, and could we have even more succinct and pointed answers than we have been getting already, excellent as they have been?

Q232 Craig Whittaker: You mentioned the negative effect sport can have, in particular for girls and them dropping out. In particular, competition has that negative effect. However, in the programme under the new draft national curriculum on PE, there is a much bigger emphasis on competition. Do you think that is the right way to go?

Mr Timpson: I am not sure I accept that competition somehow puts off girls playing sport. I have seen some pretty full-on hockey matches being played by some fairly young girls who seemed to be revelling in that activity. Where we need to be vigilant is that there will be some girls and boys who will be put off if it is solely about competitive sport. That is why we need to increase the range of sport that is available, so that some of it is team sport but some of it is a chance to develop one's skills individually. Things like dance

and gymnastics—we are working closely with those governing bodies as well in developing this—are other ways that girls can feel engaged in sport and benefit hugely from it.

Q233 Pat Glass: Accepting that nothing is perfect and cannot be improved, we have heard some pretty overwhelming evidence that the school sports partnerships were a world-class system for delivering school sport. In retrospect, does the Government regret that it allowed the network to crumble?

Mr Timpson: No, we do not regret making the decision no longer to make school sports partnerships compulsory. It is not that they have been abolished; they are just no longer a requirement. Yes, there were some excellent school sports partnerships. I know, for instance, there were particularly good school sports partnerships in Harrogate in North Yorkshire. Many continue into the future, where they have chosen to do so.

There was a huge investment made, of £2.4 billion over seven years. I am not criticising the investment in itself; it is the impact. Only one in five children were doing regular competitive sport against other schools, and there was a very disappointing drop-off at the age of 16, where things seemed to get worse rather than better. There will always be those—including those who were the creators of school sports partnerships—who will defend them until their dying days, and there will be others who will always have views on what is the correct approach.

In providing the school sports premium, we are not dictating to schools how they spend that money. I already know of a number of areas where schools have collectively decided, both at secondary and primary-school level, "Our school sports partnership works really well for us. We have looked at all the other options that are available—we have looked at enhancing our Change4Life programme and at bringing in specialist PE teachers—but we think this is the best deal for our children." They are free to continue to do that. School sports partnerships will live on where people choose for them to do so. They have been excellent in some areas, but the amount of difference that they made to participation, and the drop-off at 16, were disappointing. That is why we decided to move in the direction that we have.

Q234 Pat Glass: Nevertheless, they provided something that simply is not there now. The evidence that we have heard is that the administrative parts of school sports partnerships were crucial: booking buses; informing parents; and organising coaches. All that kind of thing was what made it successful. Do you believe that the Government was fair in its criticisms of the bureaucracy? Why did it not just tackle the bureaucracy instead of taking away the funding and effectively demolishing the network?

Mr Timpson: As I say, there were some areas where it worked well and others where it did not work as well. We made a decision, rather than abolishing school sports partnerships, no longer to make them a requirement. I would not accept the "crumbling" analogy. A lot of these relationships and networks that have built up have been maintained and there are, as

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I say, already areas where they are deciding to continue them with the new money. We believe it is better to give the money directly to schools rather than through other means, so that, with support, advice and guidance from county sports partnerships, the Youth Sport Trust, Sport England, national governing bodies and others, they can make the best possible decisions available to them where they are best placed to do so. We talked about political footballs earlier. This is one area where I am keen, having reached the point that we have, to look at where we go now, and to see if we can try to build on the additional money that we have now targeted at primary schools, so that we can all work towards a common goal, which is to improve the level and quality of the sport and PE we provide to our children so that they have a healthier future in which sport is part of their lives.

Q235 Pat Glass: Minister, I know you were not around at the time the decision was made, but certainly the evidence that we are getting and what it feels like is that the decision was made as part of the cost-cutting exercise and that, almost immediately, Government realised that they had made a mistake, and that this actually was something very useful, and therefore they have spent the last two years trying to put it back in a half-hearted manner. Would it not be better for children, for schools and for sport generally to try to put something similar back, whatever you call it—you do not have to call it “school sports partnerships”—and accept that it was a mistake taking it out?

Mr Timpson: As I say, if schools want to either continue a school sports partnership, which many have chosen to, or try to develop something similar that works for their area, they are free to do that. I think that is a much better approach than having a requirement to have a school sports partnership. There are a number of different schemes that work. There are others who will want to use the PE teacher release scheme, which has worked well for them; there will be others who want to develop their own clusters—I gave the example of the four primary schools bordering my own constituency where they are able to do that—that would not necessarily have been able to do that under the old system. Providing that extra innovation will give children greater choice and opportunity.

Q236 Alex Cunningham: Minister, on our travels we have seen some fantastic sport. I think that is one of the problems when you are in a Committee; you always get shown the best rather than the not-so-good stuff, but we have seen some fantastic stuff as we have gone around. We were in East London and we saw hundreds of children in a very large playground engaging in all manner of activities—a great wide range. Of course, that is not possible everywhere because of the sizes of schools and everything else. It is also the situation in schools where we have really committed leaders—where the head or others are really keen on sport. You talk about the freedom available to schools to provide excellence. How do we ensure that all schools, including the small rural schools, deliver quality in PE and sport?

Mr Timpson: I spoke at some length before about the various accountability measures that are in place, some for the first time. This additional money is ring-fenced. As I said, it is the only part of the school budget that is ring-fenced for a specific purpose, so schools already know that they have to think very carefully about how they are going to spend that specific sum. With the greater scrutiny that there will be from Ofsted, with the inspection handbook being enhanced to reflect that, schools will be under no illusions. Clearly, I am not the first Minister from the Department for Education to hear from teachers about the role of Ofsted in their lives and how they often think about them at weekends as well as when they are at school. There will be the additional money, which is targeted, but also the much stronger emphasis on how that money is going to be spent through the Ofsted process that will enable that to happen.

Q237 Alex Cunningham: What happens if they do not deliver? You have given them the freedom, so some of the schools doubtless will fail to deliver on this. What will happen as a result of that?

Mr Timpson: It is going to have an impact on how Ofsted view the school.

Q238 Alex Cunningham: Yes, but that does not help the children. What are we going to do then with schools? Are we going to get to a position where you say, “Sorry, your freedoms are now taken away. You need to do these things”? Is that what you will be telling them, either directly or through Ofsted?

Mr Timpson: The school will need to improve. If their rating is poor, the school will need to improve. Clearly, it is one measure of many that, with the new Ofsted framework, will be taken into consideration. We cannot have failing schools. We know that. That is why we are doing what we are with our wider educational reforms to deliver outstanding schools right across the country.

Q239 Alex Cunningham: Surely a school will not fail because it does not get its PE right?

Mr Timpson: It will depend on what else is happening in the school. I am not going to start dictating what Ofsted are going to say about any individual school, but clearly, if they are not delivering a decent PE and sport provision for children in that school, even with the additional £8,000 plus £5 per pupil over 17 pupils, that is not a very strong indication of a school that is performing well.

Q240 Alex Cunningham: So teachers or head teachers could be required to go off and do various courses to learn how to deliver better?

Mr Timpson: We are doing a huge amount of work with the new National College on improving initial teacher training.

Q241 Alex Cunningham: That is great, but it is the ones that are actually in schools now. Are we going to say to them, “You are failing. You need to train more. Go and do it”?

Mr Timpson: We are also improving continuing professional development, something that Lord Coe

was very keen that we did. That is why we have included it as part of trying to drive up performance in schools. We are trying to give the many primary school teachers who have been nervous or lacked confidence in the delivery of PE and sport better skill levels so that they can be the people best placed to bring about that change.

Q242 Alex Cunningham: That is very good news, Minister. What you are saying is that teachers who are not into sport will get proper training and support to ensure they deliver what the Government and probably all of us want to see?

Mr Timpson: Yes. For example, a school may decide to use some of its sports premium to buy in some additional continuing professional development from some of the national governing bodies and other PE specialists. That can then help to address perhaps some of the issues that the Chair raised right at the start of this session about where we go next. If you have more teachers in more primary schools confident in delivering PE and with better skills, plus PE specialists roaming around or put in a school, depending on how they choose to spend their premium, as I described in my own constituency, that is how you can start to embed a culture change in how schools view sport as part of their work.

Q243 Alex Cunningham: That is very helpful. I will come back to PE specialists in a minute. Do you think schools should have delivered better value for the money from the School Games programme?

Mr Timpson: I think the School Games programme has been a real success. We have seen high levels of participation.

Q244 Alex Cunningham: We have seen a drop from half to a third, have we not?

Mr Timpson: There are 17,000 schools registered for the School Games. I need to check that figure. The level of participation that it has generated in a competitive environment has been a welcome boost to the opportunities for many children who otherwise would not have had them.

Q245 Alex Cunningham: Yes, but there has been that drop from a half to a third of all schools participating in the programme. What do you blame for that? Is it something to do with the loss of the school sports partnership money, or are people just doing their own thing?

Mr Timpson: I am not sure where you have got your figures from, Mr Cunningham. I will look at them, but I know 17,000 schools registered and over 13,000 are fully engaged in the programme. That is a pretty good result in a very short space of time. We always want to encourage more schools to be involved, and the sports premium will provide them with more money to join that programme as well.

Q246 Alex Cunningham: Yes. Hopefully we will see that reversed. Again on our travels, we have seen how primary PE specialists working across schools can deliver real participation and real excellence. You have acknowledged in your written evidence that it is

the primaries that need more support. You have already talked a little bit about that. How is that going to be delivered? We need to get these people trained. You have talked a little about how there are more people who are going to be trained, but that is in the future, is it not?

Mr Timpson: We have recognised that this is an issue and we are seeking to address it in two ways. One I have already spoken about, around the work with the National College to beef up in initial teacher training the ability of primary teachers to deliver the curriculum and improve the way in which they do that.

Q247 Chair: Sorry to interrupt, Minister. Could you tell us a little more about that? Is it the hours? Is it the expertise? What is changing in teacher training that will make primary teachers better able to support sport in future?

Mr Timpson: I know Ofsted, the national governing bodies, Sport England and the College itself are working on how they can best achieve that in terms of the training, not just in the time that they spend on sport—

Q248 Chair: But does it include the time they spend? Are they going to spend more time?

Mr Timpson: I will need to write to you about where they have developed this to the point they are clear what is going to achieve the best possible outcomes.

Q249 Chair: It would be a strange kind of change that did not lead to any additional time spent on it.

Mr Timpson: I am afraid I do not know the answer to that question. It may be time; it is also about the quality of the initial teacher training that they are getting on the subject matter. I am happy to beaver away and try to establish a little bit more detail on that aspect of it. Where we are also clear is around getting more PE specialists into primary schools to deal with physical literacy.

Q250 Alex Cunningham: How many do you think we need in order to bring us up to—

Mr Timpson: I know when Baroness Sue Campbell gave evidence to the Committee she was clear that it is just not practical for every primary school to have a full-time PE specialist, but we clearly need more than we have at present, which is why we have initiated a pilot programme starting this summer to train up 120 primary school PE specialists—it is in three parts of the country; I think the Committee has the details—so that they can start to work not just in the schools in which they will be working but in a cluster-type approach, so that they can start to help with initial teacher training and continuing professional development in primary schools surrounding them. We will try to build on that in the following summer if it proves to be successful this summer.

Q251 Craig Whittaker: Minister, can I just challenge you on that 120? I know you said it was a pilot, but we have 17,000 primary schools in this country. It is a long time since I did maths at school,

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but that would mean that you had to have clusters of one teacher to 142 schools. Clearly that is nowhere near enough, even though it is a pilot. The funding is there for two years. We do not know whether it is going to go on beyond that—you have said that yourself—although that would be an aspiration. Is this not potentially going to end up being a whole waste of £300 million-plus if we are not careful?

Mr Timpson: It is right that we do not just give the money out and hope that everything is going to be hunky-dory, because, if this is truly going to embed and sustain PE and sport provision in primary schools and beyond, we need to keep a close eye on ensuring that it does just that. That is why I have set up a cross-Government ministerial group—myself, the Department of Health and the Department for Culture, Media and Sport—who will be meeting almost precisely this time next week, along with Lord Coe and other bodies that are important in delivering this, to keep a close track on how this is starting to be implemented. One of the dangers of Government is that you announce something and then implementation is not given the close eye that it needs.

Q252 Chair: How will you know?

Mr Timpson: We have the “one year on” survey that Ofsted will be doing. I have already written to 40 specific schools that we know are outstanding in their delivery of sport, so I understand what good really looks like, to enable other schools to benefit from that. When we provide each primary school, in a few weeks’ time, with a comprehensive and detailed information pack about how they can use the sports premium, that will form part of that work. I am going on a number of visits in the next few weeks to schools that will receive the money soon and others that have a good track record. Lord Coe is doing the same. We may even meet at the same school at the same time; you never know. As a delivery group, we will want regular feedback from Sport England, the Youth Sport Trust and the national governing bodies. We have also worked closely with Russell Hobby from the NAHT, who are very keen to help disseminate information on all this and provide us with feedback. We need to keep that dialogue going, so that we do not lose what I think has been a welcome announcement on the commitment we have made. We need to keep vigilance high so that we ensure that it has the impact that we want.

Q253 Chair: Are you going to maintain that all the way to 2015? It strikes me as the classic thing, where there is a lot of enthusiasm post a big event and then that wanes and people from multiple Departments stop turning up after a while. If we return to talk to you in early 2015, will we find that all these meetings have been maintained with the same high level of participation that they had at the beginning?

Mr Timpson: As long as I am still in this position, I am clear what my expectations are. Although we all love a meeting, what I am most interested in is making sure that this cross-Government co-ordinated effort continues beyond the table that we will sit round when we meet.

Chair: Much as I would like to see you promoted, let us hope the reshuffle does not destabilise all this positive work, Minister, in due course.

Q254 Alex Cunningham: We have high expectations and hopes as well, but I am trying to put together these different strands of Government policy and some of the things you have said. You have talked about the freedom of individual schools to make decisions on how they spend their money. You have also talked about their responsibility to deliver excellence within the school. You have also talked about the development of more PE specialists, who should be working across all schools. How does that actually deliver, in the end? I just see that at some stage, there are going to be lots of schools that do not make the grade. How are you going to encourage them with a firm hand to use the money appropriately and to use all these various initiatives that you have put in place? You have given them the freedom to do what they like.

Mr Timpson: I do not think the areas that you have described are in any way incompatible; they are all complementary. It is about understanding and being committed to the idea that head teachers and teachers are best placed to know the children in their own schools and how they will best benefit from this additional money. As I say, for the first time it is ring-fenced and it will be inspected by Ofsted.

Q255 Chair: In the two years of the primary sports premium, what percentage of schools will be inspected by Ofsted?

Mr Timpson: I do not know the answer to that.

Q256 Chair: I know the answer to that. It is a fraction. It is a tiny number. The idea that Ofsted, in two years, is going to be able to hold primary schools in their vast numbers to account is, I would suggest, fundamentally flawed. They are not going to be able to. They are not going to be seen. They are going to have other priorities. The truth is there is a very little stick with which to make a head teacher of a primary school, under pressure from other things, worry about sport.

Mr Timpson: I do not accept that, because every school knows that they will be held to account for that measure through Ofsted. Not every school knows when they are going to be inspected by Ofsted.

Q257 Chair: They have got a pretty good idea. If you had an inspection last week and you were found to be outstanding, you know you are not going to see Ofsted for the next two years. That “outstanding” will have had very little to do with sports provision when you get it. You are going to know you are free from Ofsted for the next two years. That is true, is it not, unless your exam data collapse?

Mr Timpson: I hope you would concur with my philosophy that if you have an outstanding school that is deemed to have been outstanding at all levels by Ofsted, that is a good indicator of its future likelihood of continuing to provide high-quality teaching and learning. That does not mean that they avoid any future inspection whatsoever.

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Q258 Chair: Is it possible, Minister, that you could be woeful at sports provision and still be outstanding? Are there outstanding primary schools in this country that are woeful at sports provision?

Mr Timpson: I would be hugely surprised if, with the new inspection coming in with an emphasis on sports provision, a school would be able to achieve an “outstanding” rating if it was failing dismally to provide an acceptable level of school sports. Ultimately, it is a matter for Ofsted.

Q259 Chair: Yes, but they will not be visiting. I suggest it is important to keep in perspective the amount of accountability there will be for most schools, which, in most cases, will be none. Most schools will not be inspected by Ofsted in the next two years.

Mr Timpson: Clearly the inspection itself is an important element of holding schools to account, but it is also about the knowledge that this is now part of the inspection regime and that this money is ring-fenced. Also, schools will have to put on their websites what their sports offer is so that parents can compare what their school is offering with what the school next door or across the border is offering. Parents can be a very powerful group, who can hold their school to account either through their role as school governors, where that is the case, or, more widely, through PTAs and elsewhere. There are a number of different measures for accountability that go beyond Ofsted and include the wider community.

Q260 Neil Carmichael: Since we have leapfrogged into my area of accountability, I will press on with it and develop it a little bit more. I accept the point you are making about the threat of Ofsted arriving as a useful encouragement to schools to do the best for sport, but I want to tie it in to the previous discussion about school leadership. I would have thought Ofsted would want to make it clear that school leadership, including governors, would want to ensure that sport was being treated properly. Do you agree that that is one of their drivers?

Mr Timpson: I think I have made it clear how important leadership is within any school—indeed, any environment. That is going to be the same for sport as elsewhere. I know, having been to schools that have fantastic sport on offer, that it is more often than not driven by the head teacher, or someone with responsibility in the school for sport, who has a passion and belief that sport can make a huge difference to a child’s life. Yes, the leadership will be a crucial aspect of primary schools delivering good sport.

Q261 Neil Carmichael: How are we going to measure participation in primary school sport in particular?

Mr Timpson: We have the School Games level of participation; we have around the national curriculum the need to ensure the number of children who reach the requisite level of swimming is met; and I have mentioned the number of different surveys that also exist: the “Taking Part” survey from DCMS as well as the “Active People” survey. Then we have the

National Child Measurement Programme, which is, from the Department of Health’s point of view as well as more widely across Government, an important indicator of whether a child is being active and participating in sport.

There are a number of ways of ensuring that participation is being understood, but it is not just about participation. I think this is where sometimes the argument has been skewed in the past. It is also about whether the participation itself is meaningful, whether the type of sport that is being delivered is making a difference to that child, whether there is a competitive element to it, whether it is improving their health, and whether they are reaching their personal best. They are all aspects that will be considered when looking at whether this is delivering or not.

Q262 Neil Carmichael: Do you think the various kite marks and so forth for school sports are going to be helpful as quality-control measures?

Mr Timpson: Generally speaking, I do not have a problem with kite marks as long as they mean what they say. Sometimes it is easy to pursue a kite mark, quality mark or whatever it may be, that, when you dig beneath it, does not demonstrate a huge level of commitment. As long as there is great rigour behind the kite mark or quality mark that is on offer and it has the “Ronseal” element to it, it can be of benefit to schools, particularly as they are, on their websites, going to have to tell a much wider audience what they are doing to deliver for children in their school.

Q263 Pat Glass: Minister, we have heard a great deal about the primary sports premium, and it has been welcomed in the sector, but we have heard from head teachers that they are being deluged by calls from coaches offering services and, in some cases, there are questions about ability and standards. We are also hearing that they are not getting the independent advice that they need to decide how this money would be best spent for all their children. What kind of independent advice are you and the Department giving to head teachers on how they should best spend this money?

Mr Timpson: An answer I gave a few moments ago touched on exactly this point. We have been developing a comprehensive information package, which is going to go to every primary school in the next few weeks so it hits that point between the end of SATs and the end of school, so head teachers will have a huge amount of guidance and information available to them about how they can spend this money. On the ground, there are still many school sports co-ordinators, as well as the Youth Sport Trust, Sport England, national governing bodies and others, who are providing this information as well.

You raise an important point, and one that I am acutely aware of, that those heads who are not as knowledgeable as others about what options are available, or may be looking for a way of dealing with this issue, may find it very attractive when it is presented to them on a plate without understanding the full implications of it. They need to have some strong steers that provide them with the best possible information on what works. That could be the

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Change4Life club, or it could be through the type of arrangement I described in my own constituency. It is to help improve that understanding that I have written to 40 of the best-performing schools for them to provide case studies to go out to all primary schools to show, "These are the ways we know it can work well". It is important they have that information and I know that many of them want to receive that, which is why we are taking the steps that we are.

Q264 Pat Glass: That is good news. How detailed will that be, Minister? Will it say, "These are the kinds of qualifications that you need to insist upon. These are the things you need to check out" or will it say things like, "These organisations have the kinds of skills and abilities that you need to be looking for"—not necessarily recommending, but pointing them in the direction of known and trusted organisations?

Mr Timpson: I have asked to see this package before it goes, as have Ministers from the other Departments. If we are not content with it, then it will go back, hopefully without losing precious time. I am confident that it will provide primary schools with the level of information that they need about all the various ways that they can spend that money, whether it is buying in specialist PE teachers; paying for professional development, as we discussed before; hiring special sports facilities; or providing places for after-school or summer sports clubs. It will provide the range of potential activities and settings, but also where they can go for the best possible guidance. The county sports partnerships are going to be a crucial part of that make-up, too.

Q265 Pat Glass: Can we have a copy of that when it is ready? Will you be putting in there: "These are the kinds of rates you should be paying"? Heads very often have no idea. What we are hearing is that some of these charges are going up simply because the money is there. Putting in a range that schools should be looking at paying would be very helpful to heads.

Mr Timpson: I will certainly take that suggestion away and consider it very carefully. Unless I am told otherwise, I see no problem with the Committee having a copy of the package that has gone to primary schools. If I do not provide it, I am sure a primary school will want you to have a look at it anyway.

Q266 Chair: We will trust that you will provide it. There are no reasons why we should not have a copy and therefore we shall have a copy, Minister, and you will doubtless provide it.

Mr Timpson: I am sure we can even stretch to providing every Member of the Committee with a copy of it.

Chair: You do not necessarily need to go that far. Just send us one and we will go from there. Electronically, I am sure we can all have one.

Q267 Mr Ward: Baroness Grey-Thompson told us that very often young disabled children are "sent to the library" when it comes to PE and sports. What can you do to ensure that school sport is truly inclusive?

Mr Timpson: First, we have to recognise the real sea change that the Paralympics has brought about in a lot

of people's attitudes towards disability and disabled sport in particular, and we need to nurture that where we can. There are a number of pieces of work and programmes that we have to support disabled children. I touched on the Project Ability programme. I know one of the head teachers who came to give evidence to the Committee was clear about the really positive impact that that was having, and certainly the school I visited in Chislehurst last week was a strong demonstration of that. About 5,000 have benefited from that programme. I mentioned the School Games as well; about 10,000 schools have a disabled sport element to the competitive games that they have on offer.

Q268 Mr Ward: As you have raised it, we had a head of a special school who said they found it very difficult to find the funding to go beyond level one of the School Games. Is that something that you have identified as a problem for schools?

Mr Timpson: That is not something that has been raised with me directly before, but I am happy to look at that. If there are any blockages that, from a common sense point of view, should not be there, we should do what we can to try to unblock them. There should be no disadvantage. The Equality Act is very clear: schools should be making reasonable adjustments for children with a disability and should not be stifling any opportunity that they have. I am happy to go and have a look at that.

The other elements that are part of trying to promote and enhance the prospect of disabled children playing sport move into the realm of Sport England, which is putting around £10 million into grassroots projects in communities to try to give disabled children much more opportunity outside school than they currently have. There will be a dedicated day of Paralympic sport in the stadium in July 2013 as part of the "one year on" celebrations, and I think that is an important landmark, which has never been done before, which gives us an opportunity to re-highlight the importance of all that work that I have just talked about continuing.

Q269 Chair: Were we, in our report, to recommend that you move to improve the inclusivity of the School Games, is that something that you would expect to take seriously and act upon?

Mr Timpson: I will take it very seriously. I will be in close discussions with my ministerial colleagues who have a part to play in delivering the School Games to see what we can do should there prove to be any outstanding issues.

Q270 Mr Ward: The Baroness also raised the absence, under what will be the old system, of references within a statement to sports. Will this be something that could be incorporated within the new EHC regime when it comes in? If so, how?

Mr Timpson: Just to understand your question, are you talking about within the current statement?

Mr Ward: The point made by Baroness Grey-Thompson was the absence of a reference to physical activity and the benefits that that would bring. Once you have the new system in place with

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the education, health and care plans, is that something you would expect to be incorporated? If so, how?

Mr Timpson: Each plan—currently a statement; soon, hopefully, to be an education, health and care plan—is assessed for each individual child’s needs. Part of some children’s assessed need will be a greater level of physical activity, for example, so thought needs to be put into how that would be achieved. I do not think you can prescribe in every case that that would necessarily be part of their plan. What we can do and we are doing is try to improve the offer in schools for children with a disability who want to access sporting opportunities. The local offer will be a strong document to make it clear and transparent what that offer is to disabled children, as well as other activities that they may want to engage in.

Q271 Mr Ward: We have clearly identified the disparity between the skills and experience that exist in secondary schools compared with primary schools in PE and sport. Within that, there is also a disparity between PE and sport skills for general pupils as opposed to those with special needs. What can be done to ensure that that expertise exists not only in primary schools but in primary schools for disabled children?

Mr Timpson: There is the work that is being done on the ITT programmes. Although the sports premium is attached to each child, it is a general pot for the school to spend, but where there is a clear need in a school for a cohort of children with disabilities to have sports provision, they may want to consider using their sports premium to bring in some professional development for one or a number of their teachers or to buy in specialist PE teaching as a way of fulfilling that responsibility. Again, it is a matter of schools making sure they have got the right mix of expertise that meets the needs of the children in that school individually and collectively, and that should include disabled children, for the reasons I gave: the need, under the Equality Act 2010, to make reasonable adjustments.

Q272 Chair: Can I take you back to the issue of the new EHCs replacing the statements? David asked you about the inclusion of physical activity in those. You moved on to say that the local offers should be specific about support for disabled children in getting activity, but if I could take you back to the EHC, it is a health plan as well as an education and a care plan. For the record, without prescribing that it should happen in all cases, would you expect physical activity to be incorporated into the plan, if appropriate? We have heard evidence that disabled children, when it comes to sports, can be sent to the library. Without the signal, it is possible, notwithstanding improvements to the local offer, that certain children may be excluded because their plan does not specifically mention physical activity. Where appropriate, would you like to see it incorporated into the plans, for the record?

Mr Timpson: What I can say is that, where there is an assessed need that it is necessary for that plan to enable that individual child to achieve their educational outcomes, and having that opportunity to

engage in physical activity in whichever way is best for them in school is a part of that, clearly it should be in the plan. What would not be appropriate is to have a catch-all saying in every plan there must be that reference.

Q273 Chair: No, I was clear on that. Where appropriate, with the caveats you have just given, you would expect some disabled children’s EHCs to include some description of access to physical activity.

Mr Timpson: Yes, where it is an assessed need that it is necessary for them to reach their education outcomes, which is the criterion set. We have the duty now on health commissioners, which is an addition to the current regime and should help pull them into helping deliver whatever physical activity is needed.

Q274 Chair: It just strikes me that, because Health will look at it, as all Departments do, through its own silo view, and the NHS does not provide physical activity for youngsters—schools do—there might be a danger that it does not get included and the kids still end up being sent to the library instead of having some form of sporting provision. I wondered whether you had given any thought to that, and whether there are any signals you might want to give this afternoon on this to make sure that the need does get assessed and that it does get included in the plan, if appropriate.

Mr Timpson: One of the joys of reforming the special educational needs system has been a multitude of discussions with the Department of Health at every level. Clearly this is an area that we continue to discuss with them, so they have a full understanding of the views of this Committee—very legitimate views they are too.

The Department of Health has an interest in what happens in schools both for able and disabled children, in relation to the School Games; in terms of delivering a healthy lifestyle for all children through the Ofsted accountability structures; and also through their Change4Life programme. There is quite a lot of crossover in their engagement with the school environment. What we need to do is, at a commissioning level, make sure that that becomes much more engrained than it has been in the past.

Q275 Chair: The code of practice is going to be amended as a result of learning from the pilots and the process through Parliament. Is there a possibility that the code of practice might say something about physical activity or, indeed, that you might look at putting something on the face of the Bill that includes physical activity? There is a danger that it might come under Health but they will not think of it as being a Health prescription because it is something delivered by schools.

Mr Timpson: I am not going to commit to something on the hoof in Committee, and I know we have got the delights of a long Report stage and Third Reading later this afternoon on the Bill. However, I am very happy to look at your suggestion, Chair, about the code of practice and where the current draft touches on this and whether there is potential for a clearer approach.

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Chair: We could ask no more. We are very grateful. We know it is a very heavy day for you: you have got the Children and Families Bill Report stage and Third Reading this afternoon, which would be a rigorous test of any Minister, and you have been with us this morning. We really do appreciate your giving your time to us and being with us today.

Written evidence

Written evidence submitted by Sport England

Sport England's role is to get more people aged 14 and over playing sport more regularly, though some of our programmes and funding support younger children. We recognise that if people are to develop a sporting habit, it is vitally important that children are given the right start in terms of opportunities to play sport and acquire good physical literacy early on.

Sport England's Youth and Community Strategy "Creating a Sporting Habit for life" provides several interventions to increase the number of young people playing sport. Of our £493 million investment going directly into 46 sports governing bodies over the period 2013–17, 60%, around £295.8 million, will be specifically targeted at getting more young people playing sport and fulfilling their potential. In addition we also fund the School Games (an intra and inter-school competition), Sportivate (a project to get 11–25-year-olds doing more sport) and Satellite Clubs (a programme which helps young people make the move from school sport to community sport).

The school sport programme announced on 16 March 2013 will see ring-fenced investment of £150 million a year which will go directly to primary schools to spend on sport provision over the next two years. Sport England is investing £13.4 million into the primary school premium over the period 2013–15. We will also invest £1.5 million a year of National Lottery funding through the County Sport Partnerships (CSPs), which will help primary schools link up with local sports coaches, clubs and sports governing bodies. CSPs are responsible for facilitating the delivery of sport at a county wide level.

Details of the scope and progress of these Sport England funded programmes are provided below.

SAINSBURY'S SCHOOL GAMES

The School Games is a competitive school sport programme designed to motivate and inspire millions of young people across the country to take part in sport. It supports children and young people aged between 5–19. The programme is made up of four levels of activity:

- level 1—competition in schools (intra-school sport);
- level 2—competition between schools (inter school sport);
- level 3—competitions at county level; and
- level 4—national finals event.

The School Games is designed to build on the events of 2012 to enable every school and child to participate in competitive sport, including opportunities for disabled youngsters.

Nationally and locally the School Games is being delivered through partnerships. The national partnership is made up of:

- The Department for Culture, Media and Sport, which has overall policy leadership, supported by the Department for Education and the Department for Health.
- Sport England, which supports the engagement of Sports Governing Bodies and County Sports Partnerships.
- The British Paralympic Association, which brings the vision and inspiration of the Paralympics.

The Youth Sport Trust, which has been commissioned by Sport England to provide development support to schools, sports and other local partners.

Over £150 million of Lottery and Exchequer funding is being invested to support the School Games. This includes:

- up to £35.5 million Lottery funding from Sport England between 2010–15;
- £50.4 million Exchequer funding from the Department of Health and Sport England to fund 450 School Games Organisers (SGOs) and Change 4 Life Clubs;
- £65 million Exchequer funding from the Department for Education to release a PE teacher for one day a week in all secondary schools.

At a local level, the School Games is delivered by schools, clubs, County Sports Partnerships and other local partners. Local organising committees have been set up, chaired by head teachers, to oversee the Level 3 county festivals.

The latest results show that 16,128 schools had registered on the School Games website. In 2013 there will be 100 summer and winter festivals, with at least 110,000 finalists from the level 1 and 2 competition.

SPORTIVATE

Sportivate targets those young people who are not currently choosing to take part in sport in their own time or who are doing so for a very limited amount of time. The programme gives young people access to six to

eight week courses in a range of sports including judo, golf, tennis, wakeboarding, athletics, and parkour. It aims to support them to continue playing sport in their community after this period is up.

From September 2013 Sportivate activities will be available for young people aged 11–25 and we will continue to want to see a strong spread across this age range (previously 14–25).

Sport England is investing £32 million to fund Sportivate. It is being delivered by the network of 49 County Sports Partnerships which work closely with local clubs and providers.

To date, Sportivate has provided 188,028 semi sporty teenagers and young adults an opportunity to take part in coaching sessions. Of these, 156,547 have completed their courses. Sampling data from year one (2011–12) shows that 90% have continued to play sport.

SATELLITE CLUBS

Satellite Clubs are extensions or outposts of community sports clubs which are established in a new venue, usually a secondary school or college. Delivered by coaches and volunteers from the community sports club, they provide a valuable stepping stone to ensure more young people transition from school to community sport.

A key element of the Youth and Community Sport Strategy 2012–17 is to create at least 5,000 satellite clubs based on a secondary school or college site with the vision that by 2017, every secondary school in England will have been offered a satellite community sports club. Each satellite club will have a direct link to one or more sports depending on the clubs in its area.

The Premier League 4 Sport Programme, funded by the Premier League and Sport England and delivered in partnership with the Youth Sport Trust and eight sports, has proved that the satellite club model successfully attracts new young people to community sport. Since its inception in 2009, over 57,178 young people have taken part, with over two-thirds continuing to take part in sport on a regular basis.

Sport England is investing up to £49 million into satellite clubs between now and March 2017. This will be invested in three ways:

- £20 million through the investment into 26 sports ranging from football and athletics which will deliver 2,000 and 1,000 satellite clubs respectively and to boxing and handball which will deliver 270 and 120;
- £21 million targeted at local satellite club delivery, with schools able to secure local funding to set up satellite clubs; and
- £8 million to employ a network of Club Link Makers, at least one in every County Sports Partnership, who will work with schools and NGBs to set up the clubs locally.

As of 31 December 2012, 450 satellite clubs are in operation and by 31 March 2013 we expect to have another 50 up and running.

The recent school sport announcement stated that the target age group for satellite clubs will now be lowered to start at age 11.

April 2013

Written evidence submitted by The Association for Physical Education (afPE)

The impact and effectiveness of current Government policy and expenditure on increasing sports in schools

afPE response

- Where the one day teacher release money has been “pooled” alongside the three day SGO funding a partnership to deliver level 2 and into level 3 competition can be successful in providing wider opportunities.
- The impact and effectiveness of the funding have been low in some areas. This is because the grant has not been prioritized. Teachers in the secondary sector have been “randomly” selected to work with feeder primary schools and therefore have no knowledge of effective partnership working, primary practice or developmental practice. Many primary schools have not had the benefit of one day release teachers because there isn’t one or where there is the one day allocation of time is not enough to “do the job”.
- SGO funding has not been sufficient or strategic enough to create a full proof infrastructure.
- The approach lacked national leadership strategy for high quality and consistent outcomes around increased participation and opportunity.
- The quality of School Games Organisers (SGOs) is variable and not monitored.
- The SGO strategy is extremely limited for those with learning, sensory and physical disabilities—some partnership programmes were starting to increase support but then reduced it.
- The recent Government commitment to physical education and school sport is welcomed.

- Clear guidance to head teachers following a review and audit will help schools provide for a sustainable legacy by up-skilling teachers.
- High quality physical education will provide a platform on which to build and develop school sport.
- Investment and commitment to initial teacher education (ITE) is welcomed. University and school partnerships have proved invaluable. A complete switch to school based practice following the Ofsted report is unwise. Universities are key to maintaining the academic rigour and application of theory into practice.

The scope, appropriateness and likelihood of success of the Government's plans for a school sports legacy from London 2012

afPE response

- The sports legacy from 2012 is not just about sporting prowess or increased participation in sport. The whole legacy should be about communities, schools, NGBs, health authorities and other sporting organisations in the forefront of PE and sport delivery, working together through an infrastructure plan.
- The recent cross departmental Government commitment of £150 million to school sport will support a legacy provided the investment is used wisely to drive improvement and up skill the profession.
- So far no actions or plans have been put in place for Special Schools, and although there is mention of inclusion within the planned new national curriculum. However the language is still not strong enough and those with learning, sensory or physical disabilities are still likely not to be included and "sent off to the library, or additional English or mathematics".

The impact so far of London 2012 on the take-up of competitive sports in schools; and

- There had been little impact. Schools have always involved themselves in competitive opportunities before PESSCL and PESSYP. The funding streams in the past strategies have supported provision and once the funding was dissolved in 2011 many schools could not deliver on their own. Where infrastructures and policy groups at a local level worked together towards a key purpose and aim, many more children and young people took part because there was capacity created to do this. It should be remembered that to deliver outcomes around increased participation, increased number of clubs, increased number of coaches and volunteers, increased number of officials, increased number of competitions, increased number of NGB development officers working at a local level: there needs to be a commitment through policy and ring fenced funding. It is also about people and relationships and to be able to have the resources available to bring all together. Sustainability is key to any strategy and investment.
- There is some evidence that new clubs have started and that existing clubs have new members but this also happens after a major tournament such as Wimbledon or a major football/rugby/cricket competition. Numbers sadly are not always sustained.
- Those that have a strong partnership, competition has increased for those with disabilities and become part of the School Games, although the personnel are critical to sustaining engagement.

What further measures should be taken to ensure a sustainable and effective legacy in school sports following London 2012?

afPE response

- School sport grows and develops from a child's first experience in their movement. Teachers, parents and carers have a role to play in the physical development of the "unique" child. However for the majority of children their first experience of the skills needed to participate with confidence, connect with others, build self esteem and make choices about what they want to do comes in school. Targeted investment that supports high quality PE curriculum delivery SHOULD be central to sustainability and legacy. Policy should ensure schools are aware of the priorities and are given the opportunity to personalize the way forward to secure opportunities for all their pupils to reach their full potential.

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- The sustainability comes with investment but it SHOULD NOT BE AD HOC. The BEST schools put PE and sport at the heart of school improvement. The BEST schools have head teachers who believe in, and know how PE and sport makes a difference because they self evaluate effectively, measure impact and use evidence to develop further. The BEST schools employ not only highly effective teachers, but also coaches, parents and volunteers who all know what the expectations are of the school. Continuity is the number one priority so children and young people have equality of access and can make the IMPORTANT links between learning, improving and reaching their potential. The BEST schools connect learning from the Early Years through core movement and fundamental skill development through the system. The BEST schools work together through highly effective transfer and transitional arrangements so children and young people don't have to "start again" when they move from one school to the next. The BEST schools will use educationally sound personnel to connect physical activity with PE outcomes and those that exist for health and well being.
 - The Government investment in ITT is welcome so that all teachers entering the profession understand the importance of PE and school sport. The Government investment to create a sustainable infrastructure that takes account of the need for schools to use the most effective, QUALITY ASSURED partners in the delivery of PE and school sport. The Government investment in the PE profession and a supportive infrastructure that is focused on high quality teaching in the PE curriculum. This will produce children and young people who are keen to learn motivated and enthused to take up sport confidently and then be inspired to compete and perform at the highest possible level or just appreciate the value of a healthy and active lifestyle that involves taking part in recreational and physical activity in their leisure time. That is LEGACY but it will not happen overnight and with the current disparate approach.
 - Any investment should support disability sport and PE as it is weak and needs development and support.
 - There is also a need for a small group at a national level to work collaboratively to produce and provide, resources and a broad range of opportunities for learning [school/club based; teacher to teacher; teacher to coach etc]. Significantly more learning needs to develop whereby teachers and coaches learn together.
 - ITE, teachers and coaches need to engage in professional learning which is integral rather than an add-on eg "Coaching Disabled Performers" or "Working with Disabilities" The minimum CPD any teacher should undertake is in the following areas—Autism, Asperger's and ADHD, followed by Physical Disabilities—the reason for this is there is a much higher percentage of children with the first elements, whereas physical disabilities are often only at around 0.5%.
 - Special School—Teacher Training: this should be run on similar lines to standard comments that have been made—but then a network of specialist teachers and coaches in each area responsible for supporting schools which can be centrally funded initially. Then schools can either use pupil premium or parents can use their own disability funding t to enable their children to access after school clubs.

April 2013

Written evidence submitted by the Sport and Recreation Alliance

The Sport and Recreation Alliance is the national independent voice for sport and recreation, representing over 300 member organisations including the national governing bodies. Our members account for 151,000 sports clubs catering for some 13 million participants, and the Alliance exists to protect and promote the role of sport and recreation in society. The Alliance welcomes the opportunity presented by this inquiry to highlight the importance of Physical Education and sport in schools.

SUMMARY

- The provision of sport in schools lays the foundations for a sporting habit for life and improves wellbeing and attainment in young people.
- The Alliance welcomes the allocation of £150 million of ring-fenced funding for primary school sport as an important step towards ensuring an enduring legacy from London 2012, and supports the policy of creating closer links between schools and community sport.
- The government's approach to sport in schools is consistent in recognising and utilising the expertise of organisations within the sport sector.
- Physical Education gives young people the building blocks for a lifetime of physical activity and is therefore central to achieving a long-term increase in physical activity. Teachers need more training, guidance and support to deliver the curriculum, and schools should be incentivised to improve quality by a more robust inspection framework.

- The School Games is a welcome initiative but does not cater for all pupils. Competitive sport is valuable but should be part of a balanced offer which includes non-competitive activities, to ensure all young people are encouraged to be physically active.

THE VALUE OF PHYSICAL ACTIVITY

1. Sport in schools lays the foundations for a lifetime of physical activity and is central to increasing participation in sport and improving public health outcomes. At present, almost a quarter of children who enter primary school are overweight or obese, and this figure rises to one third at the start of secondary school.¹ The picture does not improve into early adult life; at present, only 53% of men and 35% of women aged between 16 and 24 meet the recommended physical activity guidelines.² The total impact of obesity in terms of reduced productivity and lost earnings is currently estimated to be as high as £10 billion, with the total cost to society predicted to reach £50 billion by the year 2050.³ These figures are cause for alarm and highlight the importance of fostering healthy habits in individuals from a young age, particularly as studies have suggested that those who are more active at a young age are more likely to be physically active when they are older.⁴

2. There is strong evidence to suggest that physical activity helps to improve attendance, behaviour and attainment in pupils.⁵ Researchers in the United States, for example, found that aerobically fit pupils were more than twice as likely to pass maths and reading tests as their unfit peers.⁶ The skills learned through participation in sport are also highly transferable. In a survey of employers, attributes like communication and teamwork, as well as a positive attitude, were identified as the most important attributes for prospective employees. Of the respondents to the survey, two out of five identified sport as the best subject through which to develop such skills.⁷ Young people who take part in sport learn how to work with and respect others, which has clear benefits both inside and outside school life. In areas challenged by anti-social behaviour and crime, sport can make a significant contribution; after-school activities can act as a diversion from errant behaviour and sport-based initiatives offer an effective way to engage hard-to-reach young people, build self-esteem and repair relationships in areas affected by violence and division.⁸

CURRENT POLICY

3. We welcome the £150 million of ring-fenced funding for primary school sport announced by the Prime Minister in March 2013.⁹ While the loss of School Sport Partnership funding in 2010 was regretted by the sector, we are pleased that the government has acknowledged the resulting gap in the youth participation strategy and consider the recent announcement to be an important step towards securing the long-term sporting legacy from London 2012. However, the success of this investment will largely depend on the quality of guidance that busy head teachers receive, and the extent to which they are held to account by Ofsted. Schools should be given clear direction by the Department for Education on how to best to allocate their funding so as to maximise the quality of provision, and we would like to see Ofsted examine sport provision closely as part of every school inspection.

4. Beyond primary level, we support the policy of establishing satellite clubs in secondary schools. The government's 2012 youth sport strategy rightly recognised that "helping young people to continue to play sport outside school, college or university, when faced with the huge range of activities and other distractions competing for their time, is crucial to creating a sporting habit for life."¹⁰ This recognises that school sport and community sport are closely linked. The school-club relationship should be mutually beneficial; schools should be encouraged to open up their sports facilities for community use outside of school hours, and by doing so they can offer valuable support to the two thirds of sports clubs in England and Wales that don't own facilities.¹¹

5. The government's approach at primary and secondary level is consistent in recognising the importance of utilising the expertise and resources of national governing bodies and other sector organisations. These organisations already play a valuable role in supporting teachers to deliver the curriculum and by offering opportunities for extra-curricular sport. For example:

¹ NHS (2013). *National Child Measurement Programme: England, 2011–12 school year*. NHS Information Centre <https://catalogue.ic.nhs.uk/publications/public-health/obesity/nati-chil-meas-prog-eng-2011-2012/nati-chil-meas-prog-eng-2011-2012-rep.pdf>. Accessed 19 February 2013.

² Joint Health Surveys Unit (2010). *Health Survey for England 2008: Physical activity and fitness*. The Information Centre: Leeds.

³ Government Office for Science (2007). *Tackling Obesities: Future Choices—Project Report*.

⁴ Sport and Recreation Alliance (2012). *Game of Life*, p.89.

⁵ Sport and Recreation Alliance (2012). *Game of Life*, pp.86–109.

⁶ Rauner, Robert R *et al* (2013). Evidence that Aerobic Fitness Is More Salient than Weight Status in Predicting Standardized Math and Reading Outcomes in Fourth- through Eighth-Grade Students, *Journal of Pediatrics*. <http://www.jpeds.com/content/JPEDSRauner>. Accessed 13 March 2013.

⁷ ASDAN Employment and Skills Forum (2012).

<http://employmentandskillsforum.org/wp-content/uploads/2012/09/esf-report-print.pdf>. Accessed 25 February 2013.

⁸ Sport and Recreation Alliance (2012). *Game of Life*, pp.111–132.

⁹ <http://www.number10.gov.uk/news/olympic-legacy-boost-150-million-for-primary-school-sport-in-england/>. Accessed 21 March 2013.

¹⁰ DCMS (2012). *Creating a sporting habit for life—a new youth sport strategy*, p.7.

¹¹ Sport and Recreation Alliance (2011). *Survey of Sports Clubs 2011*

- (a) The ECB's *Chance to Shine* programme provides structured coaching and competition for 6500 primary and secondary schools, and offers support from professional coaches and local clubs. Through the scheme 1.8 million children have had the opportunity to play cricket.¹²
- (b) The *FA Tesco Skills* programme is a nationwide initiative providing football coaching for children of all abilities aged 5 to 11. To date the scheme has provided opportunities for over three million children.¹³
- (c) The LTA's *AEGON School Tennis* programme aims to increase and improve tennis participation in schools by training teachers to deliver a fun and high quality tennis experience in confined spaces, as well as create links to enable young people to continue playing in the community.¹⁴
- (d) The RFU's *All Schools* initiative aims to produce a legacy of self-sufficient rugby-playing schools across England. In the first year hands-on coaching support plays a major part in introducing rugby to schools. In the second and third years of the programme the RFU funding will help to provide increased staff training, mentoring and young leaders training.
- (e) The Youth Sport Trust's *Start to Move* initiative, delivered in partnership with Bupa, facilitates professional development in PE for teachers of 4–7 year olds. The scheme provides teachers with the techniques needed to teach fundamental movement skills to children to create competent, confident movers.

THE IMPORTANCE OF PHYSICAL EDUCATION

6. The foundation for a lifetime of physical activity is Physical Education, which is distinct from extra-curricular “school sport”. PE should equip every pupil with the basic building blocks for an active lifestyle, after which young people will be in a position to take advantage of opportunities to develop their skills through extra-curricular sport. According to Ofsted, however, not all pupils in England receive good Physical Education, and further improvement is required in about one third of primary schools and a quarter of secondary schools.¹⁵ There are several parts to this challenge; the curriculum, teaching, facilities, inspection and qualifications.

7. *The curriculum.* PE should be a key part of a broad and balanced curriculum at all Key Stages, and as such we welcome the government's commitment to retaining it as a statutory subject in the draft Programme of Study released in 2013, as well as the inclusion of adventurous activities and dance alongside sport. While the curriculum is statutory for all maintained schools, however, it is only advisory for academies and Free Schools. We firmly believe that every child should be afforded the same opportunities and would like to see academies and Free Schools subject to the same expectations as maintained schools.

8. *Teaching.* Teachers play a valuable role not only by delivering the PE curriculum but also by dedicating many hours of unpaid time to facilitate extra-curricular sport. It is vital that they are supported to ensure they are confident and competent enough to deliver the curriculum effectively, and research has suggested that 45% of primary school teachers do not feel comfortable in this respect.¹⁶ As such we welcome the government's recent announcement of new provision for PE within initial teacher training, which aims to produce a cadre of primary teachers with a particular specialism in the subject. The English Federation of Disability Sport has also highlighted that 84% of newly qualified PE teachers did not feel their initial training had prepared them to offer PE to disabled pupils¹⁷ and the Alliance echoes calls for inclusive teaching strategies which are of benefit to all pupils regardless of ability. We also welcome the *Sainsbury's Active Kids for All* scheme which aims to ensure the inclusion of disabled children in PE and sport within mainstream schools by training PE teachers throughout the UK.

9. *Facilities.* For PE and school sport to be delivered efficiently it is vital that school sports facilities are protected, and that community facilities are accessible to schools as necessary. The National Association of Head Teachers points out that a lack of local facilities can hamper the teaching of swimming to children, and similar barriers can limit competitive sport if there are no other schools within a reasonable distance.¹⁸ At a time when school budgets are under pressure it is important to support and encourage schools to retain and expand their provision, and governing bodies can be engaged to help meet these challenges. We welcome the decision to retain the minimum area guidelines in relation to playing fields but urge the government to secure this for the long term. And, as with the curriculum, we urge the Department for Education to set the same facilities standards for academies and Free Schools as are in place for maintained schools.

10. *Inspection.* In 2010 the government ended the requirement that schools should collect information about pupil participation for the annual PE and Sport Survey. We believe that, in the absence of this mechanism, Ofsted's role in inspecting school sport should be strengthened, and are glad to see that the government has taken this step as part of the new package of funding announced in March 2013. We also acknowledge that

¹² <http://www.chancetoshine.org/>. Accessed 25 March 2013.

¹³ <http://tescoskills.thefa.com/About/Overview>. Accessed 22 March 2013.

¹⁴ <http://www.aegontennis.co.uk/investing-grass-roots/aegon-schools-tennis/index.htm>

¹⁵ Ofsted (2013). *Beyond 2012—outstanding physical education for all*, p.4.

¹⁶ <http://www.starttomovezone.com/about-start-to-move/media-centre>. Accessed 19 February 2013.

¹⁷ Vickerman P & Coates J K: *Physical Education and Sport Pedagogy Journal* April 2009

¹⁸ NAHT Press Release, 14 February 13. <http://www.naht.org.uk/welcome/news-and-media/key-topics/curriculum/school-leaders-comment-on-ofsted-pe-report/>. Accessed 20 February 2013.

accountability will be enhanced by the expectation that schools publish information about sporting provision on their website. The importance of a strong inspection regime has been highlighted by the Amateur Swimming Association. Research conducted by the ASA revealed that, despite the subject being statutory at Key Stage 2, one in three children are leaving primary school without being able to swim.¹⁹ The ASA's School Swimming Manifesto calls for robust monitoring by Ofsted as well as improved training for teachers.²⁰

11. *Qualifications.* There is a worrying trend in the number of students studying for qualifications in PE. Over the last four years, the number of pupils taking the subject at GCSE level has dropped by a third. At A-level, the figure has dropped by 11% to 19,500 students in 2010–11.²¹ In December 2012 we raised concerns about the exclusion of PE from the proposed English Baccalaureate, which could risk side-lining the subject and compounding the decline in students taking PE as a qualification. We maintain our call for the government to ensure that PE does not come to be regarded as a “second-tier” subject.

COMPETITIVE SPORT

12. In 2011 the government's policy towards sport in schools was summarised by the then Secretary of State for Culture, Media and Sport as “more *competitive* sport” [emphasis added].²² There is no doubt that competition has benefits for young people; it encourages teamwork, determination and teaches the ability to react appropriately when things don't go according to plan. However, it is important to recognise that competition doesn't need to be structured to deliver these benefits; on a basic level sport pits one against another, whether as part of formalised competition or just in the playground at break time. The government's commitment to competition is embodied by the School Games, which is a welcome initiative offering pupils of all ages the chance to engage competitively at district, county and national level, and we recognise the merits of the Games in giving 60,000 young people a competitive sports experience.²³ However, there has to be recognition that, in practice, not all pupils are willing or able to participate in the School Games, and it is important to ensure that the aim to revive “competitive sport” does not breed complacency by focusing only on those with the appetite for competition.

13. An approach which fulfils this aim should result in a balanced offer of competitive and non-competitive activities; this should include activities such as dance, fitness and outdoor pursuits. This range is important to ensure that school sport is as inclusive as possible. A survey conducted by the Women's Sport and Fitness Foundation (WSFF) found that over half of girls at secondary school say that “girls are put off sport and physical activity because of their experiences of school sport and PE.”²⁴ This is particularly significant given that only 12% of girls aged 14 are meeting the Chief Medical Officers' guidelines on physical activity, and this gap remains significant throughout the life course. Between the ages of 25 and 34, only 36% of women meet the recommended guidelines compared to 49% of men.²⁵ The WSFF highlights the example of a school in Devon which responded to low extra-curricular participation rates in girls by introducing new activities at breakfast and lunchtimes. As a result “aerobics, self-defence, Bollywood dance and girls-only sessions in the fitness suite were all over-subscribed and have now been extended as after-school clubs.”²⁶ This example highlights that flexibility is required to ensure an inclusive PE and school sport environment. Similarly, schools must be supported to provide for students with disabilities: while there are some outstanding examples of

¹⁹ <http://www.swimming.org/news/general-news/new-research-reveals-one-in-three-children-leave-primary-school-unable-to-s/13646/>. Accessed 21 February 2013.

²⁰ Amateur Swimming Association (2012). *Save School Swimming, Save Lives* http://www.swimming.org/assets/uploads/library/ASA_Manifesto.pdf

²¹ “Drop in students taking PE exams since last Olympics,” *The Daily Telegraph*, 10 August 2012. <http://www.telegraph.co.uk/education/keep-the-flame-alive/9466741/Drop-in-students-taking-PE-exams-since-last-Olympics.html>. Accessed 1 March 2013.

²² <http://conservativehome.blogs.com/platform/2011/10/jeremy-hunt-mp-the-government-is-getting-rid-of-the-prizes-for-all-culture-and-returning-to-competit.html>. Accessed 1 March 2013.

²³ http://www.sportengland.org/support_advice/children_and_young_people/school_games.aspx. Accessed 22 March 2013.

²⁴ Women's Sport and Fitness Foundation (2012). *Changing the Game for Girls*. http://www.wsff.org.uk/system/1/assets/files/000/000/285/285/f4894dccc/original/Changing_The_Game_For_Girls_Final.pdf. Accessed 19 February 2013.

²⁵ Joint Health Surveys Unit (2010). *Health Survey for England 2008: Physical activity and fitness*. The Information Centre: Leeds.

²⁶ Women's Sport and Fitness Foundation (2012). *Changing the Game, for girls: A toolkit for teachers*, p.12.

²⁷ Whizz Kids (2011). *2009–10 Schools Consultation*.

inclusive provision, it is nevertheless the case that a third of young disabled pupils say that they take part in less PE than other pupils.²⁸

April 2013

Written evidence submitted by Derek Peale, Headteacher Park House School, Chair Berkshire School Games Local Organising Committee and Chair Youth Sport Trust Headteacher Strategy Group

1. EXECUTIVE SUMMARY

1.1 There are examples of excellent school- and local cluster-based practice in developing a 2012 legacy through PE and school sport, but these are currently isolated and localised in the absence of a national and sustainably funded framework of the type formerly provided by the School Sport Partnerships and therefore the impact and effectiveness of current Government policy and expenditure on increasing sports in schools is limited and is likely to remain so.

1.2 Where legacy activity is locally established it can have a wider impact on school improvement, including positive Ofsted outcomes in relation to Social, Moral, Spiritual and Cultural Development, although explicit reference to PE and Sport within a recalibrated Inspection Framework would further incentivise active engagement by schools.

1.3 Legacy activity is currently effective where it is being developed within locally agreed and creatively configured frameworks based on the infrastructure provided by the former School Sport Partnerships and successor School Games Organiser posts alongside teacher release model School Sports Coordinators, but the absence of ring-fenced, long-term funding or incentives to retain or grow these roles means that this activity is not necessarily sustainable and, based as it is on local initiative, is certainly not uniform across the country as a whole.

1.4 The basis for an effective national and strategic framework for legacy delivery exists through a rationalisation of the current Local School Games Organising Committees, Youth Sport Trust Regional Partner School Networks and County Sports Partnerships into a series of local steering groups based on a common core membership—*Strategic School and Community Sports Organising Committees*—taking responsibility for the commissioning and delivery of school and community sport to partnership clusters within defined geographic areas.

1.5 Under the steering role of Strategic School and Community Sports Organising Committees teams of *School and Community Sports Organisers* there is the potential to develop a national delivery framework for progression through primary, secondary and FE educational partnerships and across and into community and club-based sports participation for children and young people whilst also retaining capacity for local focus in terms of agreed priorities and outcomes.

1.6 A structure of this type would re-establish and extend the work of the formerly successful School Sport Partnerships to maximise the opportunities to develop school and community based opportunities for participation and progression through to club-based and elite performance settings.

1.7 The establishment and sustainability of such a delivery framework would be significantly enhanced by partnership approaches to the release of any additional future funding sources potentially targeted at the primary sector, whereby clusters of primary schools would pool their funding to invest in secondary hub-school based School Sport Coordinators combining the role of current School Games Organisers and Teacher Release funded School Sport Coordinators working across the cluster to deliver long-term improvements in PE teaching and learning and co-ordinate local Level 1 and Level 2 competitions, feeding into Level 3 Competition.

1.8 Without the establishment of—and investment in—a lasting national school and community sport infrastructure along the lines of this or related models the impact of the 2012 legacy will be rapidly and significantly diminished as the momentum and enthusiasm created in the immediate wake of the London Games recedes into the middle distance and a unique window of opportunity closes.

2. CONTEXT AND BACKGROUND

2.1 This submission is based on my experience in the following roles and contexts in relation to school and community sports provision:

- Thirteen years' experience as the Headteacher of two specialist Sports Colleges, with the latter a Converter Academy retaining its Sports specialism from May 2011.
- My current role as Headteacher of Park House School and Sports College, the 2011 Aviva Daily Telegraph Highly Commended Specialist Sports College of the Year.
- My position as Headteacher Chair of the Berkshire School Games Local Organising Committee.
- My position as the Chair of the Youth Sport Trust's national Headteacher Strategy Group.

²⁸ Whizz Kids (2011). *2009–10 Schools Consultation*.

- My role as a Board Member of the Berkshire County Sports Partnership, with the 2012 Berkshire School Games receiving the Youth Sport Trust Regional Award for the Outstanding School Games in the South.

2.2 I therefore feel able to comment on the impact of Government policy from a local, regional and national perspective. I have additionally played a leading role in international sport-themed school improvement initiatives through the British Council, Youth Sport Trust and BBC World Class Programme in South Africa, Iraq and Mongolia.

3. CURRENT STATE AND IMPACT OF PROVISION

3.1 Since the start of the 2012–13 academic year it has been possible to identify examples of excellent school- and local cluster-based practice in developing a 2012 legacy through PE and school sport. However, these are currently isolated and localised in the absence of a national and sustainably funded framework of the type provided by the former School Sport Partnership and therefore the impact and effectiveness of current Government policy and expenditure on increasing sports in schools is limited and is likely to remain so.

3.2 An example of this outstanding but localised practice has been the establishment of a series of Paralympic sports “taster” festivals for local partnerships of primary schools in West Berkshire led by the area’s two School Games Organisers supported by the teacher release-funded School Sport Coordinators from the two SGO hub site secondary schools. Secondary school Junior Sports Leaders have acted as the facilitators of activity during the festivals.

3.3 A further example of outstanding practice is provided by the establishment of a weekly mixed Year 3–4 football league for local primary schools at Park House School. This initiative was also led and delivered by an active partnership of School Games Organiser and School Sport Coordinator working with primary school partners and utilising the support of Junior Sports Leaders as officials.

3.4 In terms of initial talent identification and development the same partnership has also launched a “Sporting Scholars” scheme across primary partner schools. This gives young people from those schools the opportunity to work with a specialist coach on the school site for an extended period and culminates in an inspirational visit to the Sports Performance Faculty at the University of Bath.

3.5 Where legacy activity of this type is locally established it can have a wider impact on school improvement, including positive Ofsted outcomes in relation to Social, Moral, Spiritual and Cultural Development. For example, the 2012 Ofsted Report for Park House School commented that:

“The school strongly fosters students’ spiritual, moral, social and cultural development and the Olympic and Paralympic Values are a central theme throughout the curriculum.”

“Students engage enthusiastically in the school’s promotion of the Olympic and Paralympic Values showing respect, friendship and pursuit of excellence. Students display a good understanding of how to stay safe. A recent Values Day based on the Paralympic Value of equality, heightened students’ awareness of bullying and challenged their attitudes to people’s differences.”

“An impressive range of students take advantage of extensive school-based, national and international opportunities. They participate in high profile activities, including Olympic Games Makers and the British Council’s Connecting Classrooms project.”

“Students are directly involved in a range of collaborative projects, including those with local primary schools, schools internationally and local, community-based projects such as Gardening for the Games. These rich and memorable experiences promote students’ good social, moral, spiritual and cultural development.”

3.6 These Ofsted outcomes reflect creative approaches to the integration of sports-themed programmes such as the “Get Set” and 21st Century Legacy “Be The Best You Can Be” initiative into the wider curriculum and students’ learning experiences so that they become an established and integral part of the school’s culture.

3.7 However, outcomes of this type are incidental and circumstantial and a wider recalibration of public accountability measures, most obviously in relation to the Ofsted Inspection Framework, to explicitly report on the extent and quality of PE and sport provision and its wider educational impact would incentivise activity and further drive up standards.

3.8 The basis for this currently effective Legacy activity has developed ad hoc, based on locally agreed and creatively configured frameworks, in turn based on the infrastructure provided by the former School Sport Partnerships and successor School Games Organiser posts. The absence of ring-fenced, long-term funding or incentives to retain or grow these posts alongside a teacher release model for School Sport Organisers means that this activity is not necessarily sustainable and, based as it is on local initiative, is certainly not uniform or universal across the county as a whole.

3.9 For example, whilst West Berkshire has locally sustained its network, that in neighbouring Hampshire has collapsed completely, leaving schools within that area with limited or in some cases no support in relation to the delivery of high quality PE and sport and therefore depriving many young people of comparable sporting opportunities on the basis of a “postcode lottery”.

3.10 Creative School Games Local Organising Committees and teams of School Games organisers have also added significant value to local provision by grafting wider activity onto and around the structure provided by the School Games. For example, the Berkshire School Games are characterised by a range of pre-event cross-curricular competitions, accredited leadership training for Young Ambassadors to act as event officials, cultural competitions to identify opening ceremony performers who go on to achieve Bronze Arts Award accreditation for their contributions and opportunities for students to undertake GCSE and AS coursework as part of the media team.

3.11 Schools are fully conscious of the financial pressures which restrict a (desirable) return to the previous School Sport Partnership system but there is a very strong feeling that in order to deliver a tangible legacy, it is imperative that a lasting school sport infrastructure is rapidly developed on the basis of guaranteed long-term investment.

3.12 In the last two years LOC Headteacher Chairs in many parts of the country have sought to establish a meaningful school sport delivery team through the localised co-ordination of the work of School Games Organisers, establishment of Change 4 Life Clubs and teacher release investment in the complimentary activities of School Sport Coordinators in partner primary schools.

3.13 Although funding for the School Games has been committed at a significantly reduced level from 2012 until 2015, it is a major concern that DFE teacher release funding for School Sports Coordinators is coming to an end after the summer term of 2013. If this happens as currently planned, it will leave a significant gap in the delivery of PE and sport specifically in primary schools—as the majority of secondary schools, already under significant financial pressures will find it impossible to continue the commitment of releasing a PE teacher in this way without centralised and dedicated resource. As there are no specialist teachers in the primary sector, and classroom teachers receive limited training in PE, this funding has been vital in supporting the development and delivery of high quality PE and sport in primary schools. Support to primary schools will be significantly reduced and the offer and opportunities will decrease in proportion to the reduced staffing capacity.

3.14 Equally, if this funding is not extended, it will also impact on the delivery of the School Games, as it has been utilised by many schools to create full-time School Games Organiser posts. Without this guaranteed funding in place, the stability of the School Games infrastructure will be undermined and the level of reach and effort individual SGOs are able to put into the programme also significantly reduced.

3.15 There is already evidence in Berkshire, which delivered the outstanding School Games Competition in the South in 2012, is losing highly talented School Games Organisers, who are leaving their posts and the profession because their roles are not guaranteed and, as it currently stands, will disappear altogether after 2015.

3.16 There is clear evidence from the current extent of school buy-in of former PDM and other services formerly provided under the auspices of the School Sport Partnerships in Berkshire that Primary schools would be inclined to adopt partnership-based approaches to any additional funding streams that became available to them, pooling resources in order to retain and sustain the level service currently provided.

4. RECOMMENDATIONS

4.1 The basis for an effective national and strategic framework for legacy delivery exists but will require a rationalisation of the current Local School Games Organising Committees, Youth Sport Trust Regional Partner School Networks and County Sports Partnerships into a series of local steering groups based on a common core membership—termed for these purposes, *Strategic School and Community Sports Organising Committees* (SSCOCs)—taking responsibility for the commissioning and delivery of school and community sport with counties or identified geographic units.

4.2 Under the steering role and guidance provided by these *Strategic School and Community Sports Organising Committees* for teams of School and Community Sports Organisers and School Sport Co-ordinators there is the potential to develop a sustainable national delivery framework for progression through primary, secondary and FE educational settings and across and into community and club-based sports participation for children and young people.

4.3 A structure of this type would re-establish and extend the work of the formerly successful School Sport Partnerships to maximise the opportunities to develop school and community based opportunities for participation and progression through to club-based and elite performance settings.

4.4 The establishment and sustainability of such a delivery framework would be significantly enhanced by partnership approaches to the release of any additional future funding sources potentially targeted at the primary sector, whereby clusters of primary schools would pool their funding to invest in secondary hub-school based *School Sport Coordinators*, combining the current roles of School Games Organisers and Teacher Release-funded School Sport Coordinators, working across the cluster to deliver long-term improvements in PE teaching and learning and deliver local Level 1 and Level 2 competitions, leading into Level 3 Competition.

4.5 The model outlined diagrammatically in Appendix 1 is based on three linked tiers of organisation which would be developed from infrastructure potentially provided by the LOCs in relation to the School Games, YST Partner School Network in relation to teacher professional development and wider educational impact and County Sports Partnerships in relation to the school-community-club sport interface. It could be designed

to provide a strategic and coherent national infrastructure for the commissioning and delivery of PE, School and Community Sport, whilst also retaining capacity for local focus and priorities in terms of outcomes.

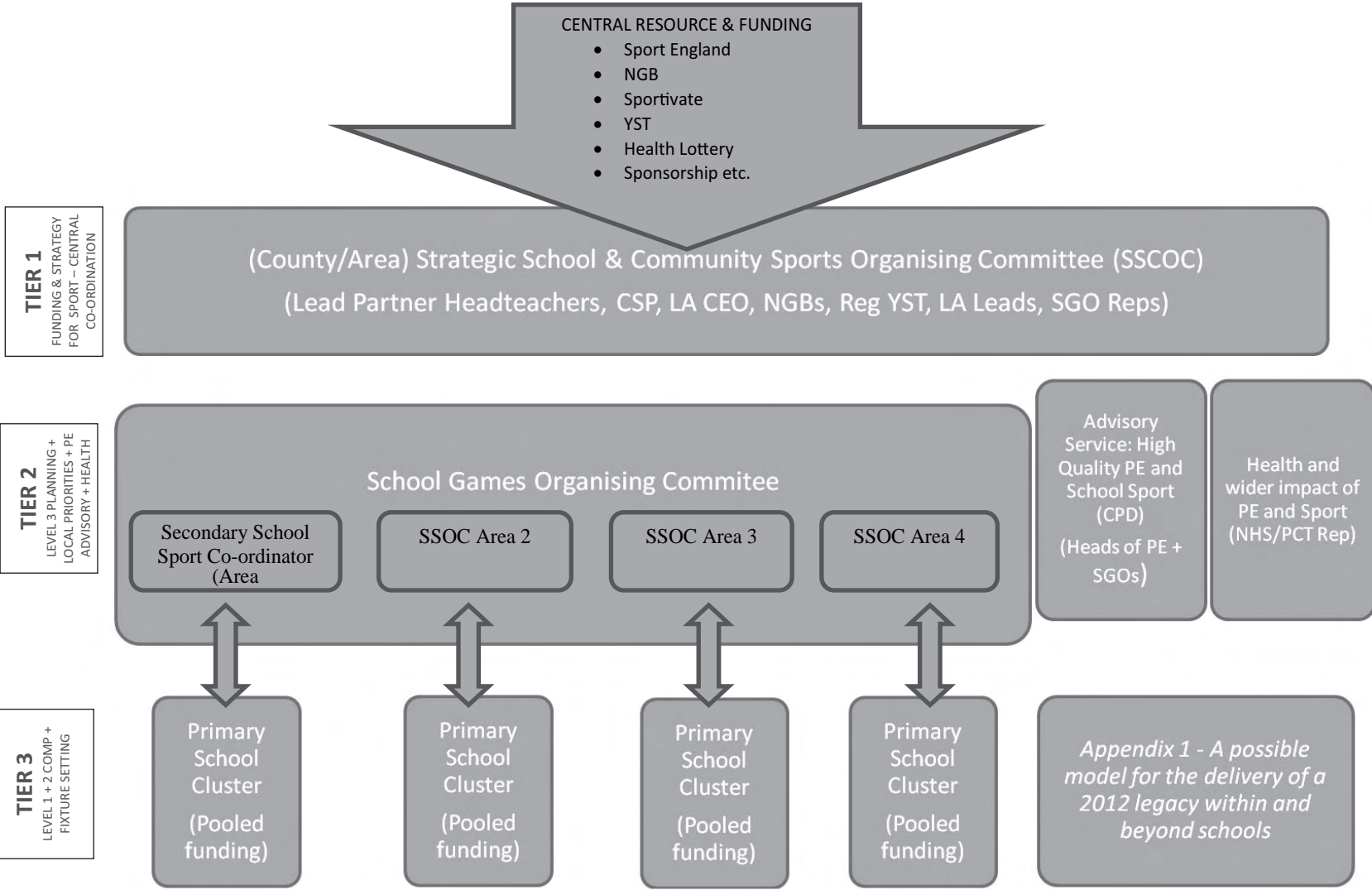
4.6 Within the proposed model illustrated in Appendix 1 (attached separately):

- *Tier 1* focuses on strategy and commissioning and is based on the transitioning of the current LOCs with their specific/project management focus on School Games delivery to a wider strategic and commissioning role in relation to national funding streams and resources across a county or identified authority. It assumes the current membership of LOCs will continue to reflect the locality but that all newly constituted *Strategic School and Community Sports Organising Committees* be extended on the basis of a uniform, national core membership to include the County Sports Partnership, Youth Sport Trust County Headteacher Ambassador, a Local Authority CEO or designated representative, the Youth Sport Trust Regional Director and FE and PCT representatives.
- *Tier 2* focuses on Level 3 School Games competition planning and high quality PE and School Sport and would replicate the work of School Games Organising Committees working through project management teams currently to specifically plan and deliver the county School Games. There is potential within this Tier to extend to additional strategic focus areas identified by individual SSOCS, led by Youth Sport Trust partner schools commissioned on the basis of specific areas of expertise. A discretionary example identified in Appendix 1 is a focus on the interface between PE and school sport and healthy lifestyles activities, as currently reflected in Change 4 Life Clubs. A further area of potential activity at this Tier would be the provision of PE Advisory Service (formerly under the auspices of individual LAs) led and/or co-ordinated by Youth Sport Trust Lead/Partner School(s).
- *Tier 3* (based in this example on 4 primary-secondary school clusters within a county or geographic unit) would focus on the development of an annual programme of Level 1 and Level 2 Competition across counties or identified geographic units planned and delivered by *School Sport Coordinators* combining the current roles undertaken by School Games Organisers and Teacher Release funded School Sport Coordinators.

4.7 A recalibration of public accountability measures, most obviously the Ofsted Inspection Framework, to explicitly report on the extent and quality of PE and sport provision would incentivise activity and further drive up standards.

5. CONCLUSIONS

5.1 Without the establishment of—and investment in—a lasting national school and community sport infrastructure along the lines of the model described in Section 4 above the impact of the 2012 legacy will remain a matter of local initiative and, as a result, be rapidly and significantly diminished as the momentum and enthusiasm created in the immediate wake of the London Games recedes into the middle distance and a unique window of opportunity closes.



A POSSIBLE MODEL FOR THE DELIVERY OF A 2012 LEGACY WITHIN AND BEYOND SCHOOLS

APPENDIX 1

Further written evidence submitted by Derek Peale, Headteacher Park House School, Chair Berkshire School Games Local Organising Committee and Chair Youth Sport Trust Headteacher Strategy Group

Further to my attendance at the evidence session held on 14 May and subsequent Twitter dialogue regarding how schools should be held accountable for PE provision, I wish to expand on my online comment regarding an extension of the current assessment of students' Spiritual, Moral, Social and Cultural (SMSC) development to additionally embrace "Sporting" and/or "Physical" understanding (SMSCSP) within an amended Ofsted Inspection Framework as follows:

1. CURRENT ACCOUNTABILITY ISSUES AND OPPORTUNITIES

1.1 Where sport and its wider values are positively embedded in a school's culture and ethos it can have a broader and "underpinning" impact on achievement, including positive Ofsted outcomes in relation to students' Spiritual, Moral, Social and Cultural Development.

1.2 For example, the June 2012 Ofsted Report on Park House School commented that:

"The school strongly fosters students' spiritual, moral, social and cultural development and the Olympic and Paralympic Values are a central theme throughout the curriculum."

"Students engage enthusiastically in the school's promotion of the Olympic and Paralympic Values showing respect, friendship and pursuit of excellence. Students display a good understanding of how to stay safe. A recent Values Day based on the Paralympic Value of equality, heightened students' awareness of bullying and challenged their attitudes to people's differences."

"An impressive range of students take advantage of extensive school-based, national and international opportunities. They participate in high profile activities, including Olympic Games Makers and the British Council's Connecting Classrooms project."

"Students are directly involved in a range of collaborative projects, including those with local primary schools, schools internationally and local, community-based projects such as Gardening for the Games. These rich and memorable experiences promote students' good social, moral, spiritual and cultural development."

"A (Olympic and Paralympic) Values-centred ambition for students inspired by the Headteacher and governing body drives the school's effective improvement."

1.3 In many respects, however, I believe these comments were highly specific to the school's circumstances in 2012. As a "mature" specialist Sports College, Park House consciously chose this emphasis on the Values before and during Olympic year to shape a distinctive approach to students' Spiritual, Moral, Social and Cultural development.

1.4 Many schools do not adopt such an approach as they have no incentive to do so. Approaches of this type are not expressly or explicitly identified or "rewarded" within the current Ofsted Inspection Framework and are therefore less likely to be adopted or emphasised by school leaders.

2. RECOMMENDATION

2.1 I would therefore strongly recommend extending the current Ofsted focus on Spiritual, Moral, Social and Cultural Development to include an explicit assessment of "Sporting" and/or "Physical" understanding, as expressed through demonstration of sporting values and levels of participation and defined as SMSCSP.

2.2 SMSCSP assessment would be completely separate from the assessment of the quality of Physical Education teaching as covered within the existing Framework and would instead be a qualitative evaluation of the wider impact of a commitment to sporting values and participation—competitive or otherwise—to students' personal development, formally reported on within an amended Inspection Framework.

2.3 SMSCSP Assessment Criteria would obviously need to be developed, perhaps based on demonstration of the Olympic and Paralympic Values in a wide range of school activities.

2.4 Assessment of this type would potentially have the additional advantage of embedding a legacy commitment into school improvement planning.

Written evidence submitted by Linda Cairns, School Sports Co-ordinator on behalf of George Abbot School, Guildford, Surrey

EXECUTIVE SUMMARY

School sports following London 2012 have been presented with a dilemma; how to capitalise on the undoubted enthusiasm generated by the Olympic and Paralympic Games when the stated policy is to deliver competitive sport, above all other forms of activity, at the secondary level.

The provision of sport and physical education at primary level could be revolutionised by the funding announced 16 March 2013, if implemented effectively. It proposes a very broad based focus on participation and physical literacy which is not reflected at secondary level. Therefore, there remains a real risk that following the transition to secondary schooling, the interest and enthusiasm of those students who do not qualify for competitive team selection may wither only for attempts from the age of 14 to re-engage these same students via community and club projects.

Secondary level school sports policy focuses on competitive sport and already excludes provision for less sporty students to develop and capitalise on their post Olympic/Paralympic enthusiasm. It restricts access to sporting opportunities and as the funding follows the policy, there is little opportunity to provide more inclusive activities.

1.0 The impact and effectiveness of current Government policy and expenditure on increasing sports in schools

Issue

1.1 The new primary sport premium announced 16 March 2013 introduces a radically new strategy to the primary sector.

The Guildford Experience

1.2 This injection of funding takes provision of physical education at primary level to an unprecedented level and, if delivered effectively, will create the legacy London 2012 envisaged.

1.3 In particular, we welcome that:

- The funds are ring fenced for this purpose only.
- The goal of teacher training is built into the two year programme which should enable sustainable delivery into the medium and long term.
- The programme will be monitored by Ofsted inspection.
- There is a broad focus on participation and healthy lifestyle.

1.4 As this is such a recent announcement there are a number of details to be confirmed and some areas of concern.

- The announcement lacks indication of the level of support to Heads to ensure these funds are spent wisely so they do cover teacher training rather than PPA cover/physical education delivery.
- The Ofsted inspection regime is repeated on a five yearly programme. Therefore, monitoring of success will be restricted to those schools with inspections in the next two plus years.
- Is there the capacity within National Governing Bodies and local clubs to make coaches available to schools in the numbers likely to be required? Most club coaches hold down full time jobs and coach in their spare time so are unlikely to be available during school hours to deliver either programmes to pupils or to develop teacher skills.
- The strategy aims to increase physical literacy but through delivery by individual National Governing Bodies whose programmes are on the whole, sport specific. What definition of physical literacy is being used? How do the individual NGB programmes match the need for provision from very young ages through to year six?
- There is a danger of an experience gap between pupils experience at primary and that they have following the transition to secondary where the emphasis is on competitive sport and not on participation activities.

1.5 The Mid Surrey School Sports Partnership was very effective at sharing good practice and learning from good practice in other partnerships. It makes sense to capitalize on this knowledge and experience in creating the structures to deliver the new primary programme locally. It is not clear how or if this will happen

Issue

1.6 Government policy in state Secondary schools focuses on competitive sport to the exclusion of other forms of physical activity.

The Guildford Experience

1.7 Guildford's state schools have always had a good network of inter-school competitions and fixtures covering athletics, netball, basketball, cricket, rugby and football. Fixtures are:

- organised by the District School Sports Associations; and
- Form a sustainable programme of competitive sport at this level.

1.8 Delivering fixtures depends on the input of the PE specialists in schools supported by some teaching staff from other specialisms.

1.9 The School Games cover a much more diverse range of sports than the standard school sports programme. Dodgeball, rowing, sailing and skiing are not mainstream activities for schools in the area and as such only offer expanded possibilities on paper. In practice, it is highly impractical to add such sports to the Guildford schools programme when the available staff and supporters are already fully stretched delivering the standard competitive sports fixture list.

1.10 The focus on competitive sports is by its very nature, exclusive. Whilst there may be a first eleven/fifteen/squad, lack of available staff means that Guildford schools struggle to support second, third or fourth teams. So, competitive opportunities become restricted to those students with the most accomplished skills and ability leaving the majority of any one year group without the opportunity to compete.

1.11 Competitive sport is not for everyone. It is all too easy for such a narrow focus to exclude and demotivate those for whom this is an inappropriate goal. Curriculum PE offers a more balanced range of activities including dance and fitness. Extracurricular activities are only competitive in nature. Most non-competitive activities that are on offer out of school hours have been created and delivered or managed by the School Sports Co-ordinator. This resource will be axed in July this year following the October 2010 announcement regarding Sports Partnerships.

1.12 Focusing purely on competitive sport reduces the opportunity for less sporty students to capitalise on the enthusiasm generated by the Olympics and Paralympics.

Issue

1.13 Current expenditure at secondary level follows policy focus on competitive sports to the exclusion of any other physical activity. The new primary expenditure is much more broadly based.

The Guildford Experience

1.14 The Government's current expenditure on sport in schools is decreasing not increasing sport in schools. Current expenditure in the secondary sector is reducing capacity to support sporting activity. As a result sports provision is also reducing with the remaining staff focussing on the familiar core competitive sports. This has been demonstrated in Guildford.

1.15 Following the dissolution of the School Sports Partnership, George Abbot School chose to extend their co-ordinator's appointment by combining the Teacher Release day with direct school funds for one day. This has enabled them to benefit from the considerable output the post-holder has generated in support of the standard competitive sport offer in the school. An overview of the broad areas of operation for this post is shown in Figure 1 below.

1.16 The SSCo also aided the proliferation of primary level activity through the establishing of effective working relationships. The new announcement of funding is welcome but leaves little time to develop collaboration between clusters of primary schools and their local secondary school. There is a real risk that the local knowledge and experience of the SSCo will not be available to help primary heads when the new project starts.

1.17 The remaining staff are already fully committed to curriculum, academic and vocational physical education alongside their inter-house, inter-school fixtures and after school clubs. The extra capacity created by the School Sport Co-ordinator post will be lost; consequently the identification and fulfilment of additional sporting and activity opportunities delivered by that post holder will also cease to be delivered.

Figure 1

WORK AREAS FOR SCHOOL SPORTS COORDINATOR IN GUILDFORD



2.0 *The scope, appropriateness and likelihood of success of the Government's plans for a school sports legacy from London 2012*

Issue

2.1 Up to 16 March 2013, the Government's plans for a school sports legacy have been too focused on competitive sport, fail to deliver to the widest school population and are at severe risk of failing rather than inspiring a generation.

The Guildford Experience

2.2 The announcement of new primary funding is very exciting news and should be widely celebrated. It will take primary provision back to, and way beyond, that previously delivered by the Sports Partnerships. Its scope is broad, very appropriate and should deliver a significant legacy following London 2012.

2.3 At primary level the scope will encourage participation and healthy lifestyles as well as performance levels appropriate to the pupils' capabilities. The stated aim to increase "physical literacy" not just competition is highly appropriate. Guidance is required to primary heads to ensure that this increase in provision also increases the quality of what is on offer.

2.4 Initial conversations with the primary Heads within the Guildford network has indicated low levels of awareness that the announcement was made and anxiety about how they will apply these funds to deliver effectively.

2.5 At the secondary level, the unidirectional focus on competitive sport is at odds with the need to reach hard-to-reach audiences who do not engage with competitive structures but who do demonstrate keenness and willingness to participate in non-competitive situations. Far from encouraging a love of sport and exercise for a lifetime, there is a real danger that significant numbers of pupils will be excluded from that goal because of policy myopia. The funding announced for the primary sector will have no effect on the provision made at the secondary level.

2.6 There is a risk that young people that have engaged with participation activities at the primary level, under the new programme, may be left out and become disillusioned following their transition to secondary school where the policy encourages the focus purely on competition.

3.0 *The impact so far of London 2012 on the take-up of competitive sports in schools*

Issue

3.1 The take up of competitive sports in schools is limited by the nature of such sports.

The Guildford Experience

3.2 The primary sector capitalized on the excitement of the pre-Olympic/Paralympic period with a wide range of cross curricula activities. However, on the whole these were not focused on the take up of sport and were not continued beyond the summer break.

3.3 In our experience in Guildford there has been no change to the offer of traditional school competitive sports at the secondary level. The enthusiasm for a wide range of sporting activities created by London 2012 has not been catered for as resources dedicated to enabling these sports to take place in schools has reduced. As competitive sports can only cater for the most able and skilled in the field, there is a majority of any one school year for whom this is at best an impossible dream and at worst a demotivator that decreases their willingness to participate in any form of organised sporting activity.

3.4 When offered, there is considerable interest in a wide range of non-standard sports (eg zumba, archery, rowing and climbing) from the wider school population. Many of these are competitive in their own right but do not form part of the core competitive sport offered by The District School Sports Association. Others are non-competitive but encourage participation and increased activity levels.

3.5 At the secondary level, there is a large degree of catch-up required in order to re-inspire students demotivated and disillusioned through lack of engagement at the primary level. This is why we believe that the change in focus at the primary level offers so much potential.

4.0 *What further measures should be taken to ensure a sustainable and effective legacy in school sports following London 2012*

The Guildford Experience

4.1 Further measures that should be taken to ensure a sustainable and effective legacy in school sports following London 2012 include:

- Recognise that resources are more than just money and manpower is required to make things happen with the money available on the ground for pupils.
- Understand the actual availability of NGB coaches to work with schools.
- Extension of policy from primary to secondary level that physical activity is not exclusively based on competitive team sports and an active lifestyle is as valid a goal as much as the winners medal.
- Acknowledge that the Whole Sport Plan funding directed via National Governing Bodies is not funding school sport at all and is uniquely directed at the 14–25 age group through community/club projects.

4.2 The new primary funding is a really positive opportunity to redesign physical education provision from the youngest age groups up.

- It needs to be delivered effectively.
- Teacher training must be built into the process to enable delivery beyond the current time frame.

4.3 There is a danger that pupils at primary level become inspired through a wide range of activities only for that variety to be much reduced following the transition to secondary school. This risks continuing to permit the disengagement of less sporty 11–14 year olds.

4.4 The new announcement also made mention of “multisport satellite clubs from Sport England”. This is a very welcome suggestion but it is not clear how practical the suggestion is, when they might begin and how they might be co-ordinated locally.

Written evidence submitted by United Learning

As Head of Sport for United Learning, a group of 31 independent schools and academies in England, I was very interested to see your teacher survey on school sports.

I wanted to make you aware of our research into the impact of the Olympic and Paralympic Games on the lives of our students.

We surveyed more than 2,500 United Learning students after London 2012. The survey demonstrated the positive impact of the Games, not only in terms of sports participation but also more widely in terms of motivation and attitudes. The key results were as follows:

- Six in ten students said watching the Olympics had encouraged them to participate in more sport and 69% said they were going to try new sports because of London 2012.
- 86% said that London 2012 convinced them that anything is possible if they work hard enough.
- 83% said London 2012 made them rethink their attitudes towards disability (50% a great deal, 33% a little).
- 62% of students said that London 2012 made them want to volunteer.

Here at United Learning we believe that competition has an important role to play in school sport. The benefits of engaging in healthy competition are well-documented, developing skills, attitudes and qualities that can be applied elsewhere in our lives.

We encourage our schools to engage in inclusive, progressive, age-appropriate competition at both the intra-school and inter-school levels. Many young people in our schools and academies compete nationally and internationally in both individual and team sports.

We are also mindful that competition should not be the only way to engage in school sports. Indeed, some young people are turned off physical activity by an over-emphasis on competition. We therefore ensure that there is a good balance between competitive and non-competitive activities.

April 2013

Written evidence submitted by the County Sports Partnership Network

The following single page conveys the key points and experience of the CSP Network and would encourage the committee to examine the school sport legacy in the context of the wider sport and physical activity landscape for children and young people, not in isolation.

A SINGLE SYSTEM, HOLISTIC, YOUNG PERSON CENTRED APPROACH TO PE & SCHOOL SPORT

The CSP Network believes in a holistic approach to the development of sport and physical activity for all and encourages collaboration and partnership working to make the best use of resources and ensure clear pathways for progression.

This principle includes PE & School sport where we believe it is essential to adopt a joined up approach to PE, sport and physical activity within schools and in the community with children and young people at its heart. Silo working is inefficient and ineffective. Schools can find it challenging to be outward looking organisations but in our experience when they connect with and are at the heart of their local community they are most effective.

Young people need to take part in a range of activities in and out of school, and the more consistent and complimentary this experience, with seamless pathways from school to community, the greater the likelihood of creating a positive attitude and commitment to lifelong participation.

Many teachers also coach in the community, Community coaches can extend the offer and bring additional expertise to schools, older pupils can inspire younger children, local clubs and partners can provide valued support to schools, and community clubs can benefit from effective links to recruit their next generation of members and gain access to valuable facilities on school sites.

With this in mind, and particularly when resources are scarce, it is essential that NGBs and national partners, as well as schools, clubs and other partners locally, work together, sharing their expertise and resources, to create a win-win and the best possible outcomes for children.

It is these schools, clubs and other local partners who will deliver the much sought after legacy for young people and CSPs are committed to getting as much resource as possible to the “front line”.

LEADERSHIP, PARTNERSHIPS & COLLABORATION

CSPs welcome strong leadership and support and guidance from those agencies with specific expertise and or setting the policy agenda, such as Government, Sport England, Youth Sport Trust and AfPE nationally, and local Childrens Services, Local Authorities, Head teachers and networks of schools locally. The experience of

CSPs suggests that very often national policy and programmes for school sport and wider sport and physical activity for children and young people are not joined up, making the job of CSPs and their local partners more challenging than it needs to be.

CSPs adopt and advocate a collaborative approach, and can help national agencies deliver their services and outcomes locally, often more speedily and efficiently than they could do alone, by connecting and brokering with local partners and agendas, and being well placed to provide local, responsive services to schools, clubs and other partners.

BACKGROUND INFORMATION

The following background information may be helpful to Members of the committee to further understand the role and functions of the CSPs in relation to school sport and wider sport and physical activity for young people

ROLE OF CSPs

The County Sports Partnerships, being embedded in local communities whilst providing an efficient nationwide network, provide *coordination and support services for school sport* as required from national and local partners. They can add value by:

- helping *connect* NGBs and other national partners and programmes into schools;
- coordinate the efforts and *establish links* between local partners within school and community;
- Help connect *suitably qualified coaches* with schools;
- *raising the profile* of and advocating for PE and sport with key local decision makers;
- *delivering* national programmes and resources
- providing *support services* such as education, training and events.

National sport and physical activity programmes provided by CSPs for young people that can support school sport

As the nationwide network for sport and physical activity, CSPs are currently contracted to deliver the following national programmes that can support school sport:

- *NGB delivery*—helping NGBs to develop their local workforce and deliver their plans and programmes locally.
- *The School Games*—facilitating the “Local Organising Committee” and delivering the Level 3 County Festivals ensuring links with Levels 1 and 2, as well as NGBs and local clubs.
- *Change4Life Clubs*—
- *Satellite clubs/club Links*—The new Sport England programme to deliver clubs for young people on secondary school and other community sites.
- *Sportivate*—a part of the “Places People Play” legacy programme, providing 10 week courses to engage 14–25 year olds in sporting activities of their choice
- *Access to school facilities*—Helping NGBs and their clubs secure access to sports facilities on school sites
- *Safeguarding*—providing good practice and support for sports agencies and connecting with statutory

Local Role of CSPs that support school sport

As independent locally owned organisations, CSPs also often provide a range of other services to respond to local needs in the context of local provision and infrastructure, such as:

- recruiting, deploying, training and quality assuring *coaches*;
- supporting and developing *young leaders*;
- providing training, conferences and events for schools and *teachers*;
- *Disability sport* opportunities, festivals and pathways;
- organising awards events to raise the *profile* of school sport;
- advocacy and brokerage of partnerships and local solutions and securing additional *investment*; and
- work with *early years* providers to ensure the best possible start.

CSPs will continue to respond to local needs and the network provides the opportunity to extend and replicate best practice and services across England, in collaboration with national partners where appropriate.

Written evidence submitted by the New College Leicester, Learning and Sports Village

1.0 *The impact and effectiveness of current Government policy and expenditure on increasing sports in schools*

1.1 The ministerial announcements regarding UK Sport and Sport England clearly demonstrate the commitment towards elite sport and community sport which is fantastic for those sections of the sporting landscape. However any good sports system should clearly link effectively and have an equitable split of expenditure across elite, community and school sport. These announcements have now been complemented by the recent (16 March 2013) school sport announcement. This new focus on enhancing primary school PE and sport provision is a welcome one which will help with creating the strong foundations of any sport system. The main concern we have is with the distribution mechanism for the funding as it bypasses all organisations that have an understanding of PE and School Sport and goes directly to primary schools where the knowledge base and experience is limited. Head Teachers in Primary Schools will be in unfamiliar territory when it comes to having funding ring fenced to improve PE and school sport and may not know where to turn for guidance.

1.2 The Sport England Creating a Sporting Habit for Life Strategy will also provide some support to providing an offer for young people through its section dedicated to schools. Programmes like Sportivate and the School Games will clearly need to have links with the new school sport announcement. Also with NGBs tasked with working with young people and with suggestions of them providing coaches for primary school sport it creates quite a confusing picture for schools. *The coaching offer to primary schools should be that of a supportive role and the heart of a sustainable solution is up skilling current primary practitioners and perspective primary school teachers.*

1.3 At the moment the policies, programmes and expenditure where school sport is concerned is fragmented. We have three ministerial departments investing resource. Some of that resource is directly to schools some is through bodies like Sport England who in turn have commissioned bodies like the Youth Sports Trust and National Governing Bodies of Sport. *For a Head Teacher in either a primary school or a secondary school that is not an easy message to translate into a meaningful offer for young people.*

1.4 The County Sport Partnership will obviously play a role in trying to make sense of this through working with local partners to coordinate school sport so that the best outcomes can be achieved for young people. *However with limited resource this will only be part of the solution.*

1.5 At New College Leicester we recognise the value of PE and school sport and it is very much at the heart of the school and it is referenced in the schools ambition to create a learning and sports village concept. We also understand how important it is to work with our partner primary schools in offering support and guidance on improving their own PE and school sport provision. We hope to still continue to offer that support for Primary PE and school sport post the withdrawal of the teacher release funding.

1.6 At New College we have never really believed there has been a School Sport Strategy. Previously there was the PE and School Sport for Young People programme/policy (PESSYP) which consisted of 10 strands and a network of school sport partnerships which didn't really connect and had too much autonomy and no accountability locally. The recent announcements and resource is being targeted where it is most needed, but we believe the missing piece of the jigsaw was for Government to create a support mechanism for the primary schools as NGBs and coaches are not the sole answer.

1.7 While there was a need for a refresh and a review of school sport there was certain elements of the School Sport Partnerships system that did work and should have been used to create an even more robust system. A secondary school supporting their partner primary schools was a useful recruitment tool for secondary schools and it provided the support necessary for the primary schools in terms of sport. We hope to encourage our partner primary schools to continue and part fund that support mechanism moving forward.

1.8 CONCLUSION

1.8.1 In answer to the question we strongly believe that currently there is no coordinated school sport strategy. There are a number of programmes, initiatives and suggestions that create a very confusing picture for Head Teachers and schools. Going from one extreme of an over bureaucratic system to total autonomy with schools creates just as complex of a system as before. The short term nature of the primary school sport announcement provides a short term solution and not a long term cultural change of primary schools being better equipped to deliver PE and School Sport.

1.8.2 At New College we have taken it upon ourselves to create our own five year sports strategy that connects the whole of the sporting landscape and provides opportunities for all individuals to reach their potential through and in sport. We have Olympians that train at the school, community clubs that are based at the school and we have a meaningful school sport offer that also supports our partner primary schools. We value the approach of enabling us to do this without the over bureaucratic systems. However our concern is whether this approach is being adopted by all secondary schools across the country and opportunities are being created for all young people.

2.0 The scope, appropriateness and likelihood of success of the Government's plans for a school sports legacy from London 2012

2.1 Depending on what you perceive the tangible measures to be will indicate whether the Governments plans for a school sports legacy are successful or not. If this is to be judged by the amount of young people participating in PE and school sport then I would suggest at the moment it is going to fall short.

2.2 Following what has been a tremendous year of sport, the first quarter of 2013 as been spent on debating the success of the Olympic and Paralympic Games in terms of what the legacy will be. No one can get away from the fact that it was always the intention to utilise the games to inspire a generation and I am sure that it went a considerable way to doing that pre and during the games. However on the ground and within schools we are yet to see a measurable impact of the games and the inspiration it created materialising into sustained participation in sport and physical activity. In fact the exact opposite is starting to happen in some primary schools and we are seeing a decline in sport and PE participation.

2.3 The political debate and stalling was not helpful in creating a meaningful and fit for purpose school sport offer and system that will improve the foundations of any sport system. High profile events have a shelf live in terms of utilising the interest the event generates and turning it into participation. At New College we are fearful that the inspiration that the games created is a missed opportunity in terms of school sport.

2.4 A national strategy and a system should have been launched shortly after the closing ceremony to enable the enthusiasm that was generated from the games to transform into participation.

2.5 CONCLUSION

2.5.1 I have no doubt that many young people will look back on the 2012 Games with a lot of memories and desire to imitate the success of the athletes that made up Team GB and Paralympic GB. However with schools placed under ever increasing pressure to perform academically we are fearful that it is diluting the amount and quality of PE and School Sport being delivered.

2.5.2 If you were to measure the impact of the games only a year on from the opening ceremony 27 July 2013 we believe it would be very difficult even after only a year to demonstrate that there is any tangible school sport legacy.

2.5.3 We feel the new announcement regarding primary school sport gives us a chance of legacy, but we have a long way to go to catch the likes of reality TV which seem to be doing more in terms of keeping the Olympics alive than anyone else.

3.0 The impact so far of London 2012 on the take-up of competitive sport in schools

3.1 Improvement in competition within schools was always on the up well before the introduction of the School Games Programme and the 2012 Games. One of the 10 strands of the PESSYP programme was dedicated to competition and a robust network of Competition Managers were working across the country through School Sport Partnerships to improve the calendar of school competition on offer.

3.2 All the introduction of the School Games did was rebrand this approach and reshuffle individuals within the school sport system. A number of Partnership Development Managers became the School Games Organisers picking up from the work that the Competition Managers had started.

3.3 The sole emphasis on school based competition at the time resulted in resource realigned and dedicated to improving competition within schools. Within Leicester City we have two full time posts dedicated to the School Games. This is more than was in place before although the disbanding of the network of individuals within each and every school with a remit for school sport is making it difficult for these individuals to have any impact.

3.4 The Local Organising Committee facilitates a successful range of competitions at level 3 and the local School Games Organisers do their best to arrange level 2 based inter school competition to compliment that. However we feel at the moment that the structure is fairly rigid and will only create competition for a select few. The programme needs to have greater flexibility to allow all students the chance to compete at one stage or another.

3.5 Competition is extremely important when it comes to sport and life. You can't take competition out of sport but this is not the only factor that makes school sport great.

3.6 CONCLUSION

3.6.1 Following the 2012 Games I would suggest with the resource dedicated to the School Games that competition is sustainable. I don't think that on reflection with data from the PESSYP survey that it would have increased dramatically in Leicester City. No dedicated members of staff within the primary sector since the withdrawal of the Primary Link teacher funding leaves a huge gap. Some of those relationships have been sustained but others have soon disappeared when the funding was not there to release teachers to support festivals and inter school competition.

3.6.2 The autonomy provided to secondary schools with regards to teacher release funding has resulted in some schools not supporting the School Games and priorities directed elsewhere with the use of this funding.

3.6.3 Teacher release funding disappearing in July 2013 will dilute the system further and we will be left in the City with two School Games Organisers responsible for the School Games Programme. With no official system to work with and schools with autonomy this will potentially see a decline in competition.

4.0 *What further measures should be taken to ensure a sustainable and effective legacy in school sport following London 2012*

4.1 Rightly or wrongly we have to live with the decision to disband School Sport Partnerships and we have to take on board the new school sport announcement.

4.2 School Games will continue to exist and the network of Local Organising Committees and School Games Organisers will continue to facilitate the programme to improve competition. Primary Schools will have financial resource to strengthen their PE and School Sport offer in a way that caters for their needs. At New College we just hope that these new ways of working for school sport can be coordinated in a way that will lend itself to creating a sustainable legacy.

4.3 One of the fundamental problems at the moment is the lack of an identified lead body for school sport. This is creating conflict between the Youth Sport Trust and the Association for Physical Education selling their different membership packages in relation to improving school sport and physical education. They are both within their rights to target schools and sell their membership packages which I am sure are really valuable for schools. While schools have the autonomy to select who they purchase from this also creates a bun fight with no government recognised lead body for school sport.

4.4 CONCLUSION

4.4.1 To create an effective and sustainable school sport legacy there needs to be:

- (a) A robust national school sport strategy not just programmes with key performance indicators. This needs a major focus on Primary Schools. Ideally it needs to be led by a government department and government recognised independent body.
- (b) A stronger policing and inspection of Curriculum Physical Education. This could be provided through Ofsted or a separate independent body given the powers to do so.
- (c) There is a huge need for up skilling within the primary sector and a re-evaluation of the qualification that apparently equips primary practitioners to deliver effective Physical Education.
- (d) There clearly needs to be some identified parameters between Curriculum Physical Education and School Sport. Coaches need to be seen as a support mechanism not the lead and answer for Primary Physical Education. Coaches need to be well trained and equipped to deliver effective fundamental movement sessions aligned to the curriculum that will encourage physical literacy. The Long Term Athlete Development Programme (LTAD) made an enormous amount of sense regarding a staged approach not an age approach. The main issue is equipping coaches to deal with young people taking part in compulsory PE rather than those that choose to play sport and be coached.
- (e) In terms of New College Leicester we would suggest any strategy should have the following inclusive strategic aims:
 - Improved curriculum physical education with a focus on 5–11 year olds.
 - Improved links between school and community sport.
 - Improved Leadership and Volunteering.
 - Improved competition.
- (f) Any school sport strategy needs to effectively link with community sport and elite sport.
- (g) At New College Leicester we strongly believe that an effective school sport legacy and vision is about:

“Raising the self esteem of young people and allowing them to reach their potential in and through high quality physical education, school sport and competition.”

Written evidence submitted by Youth Sport Trust

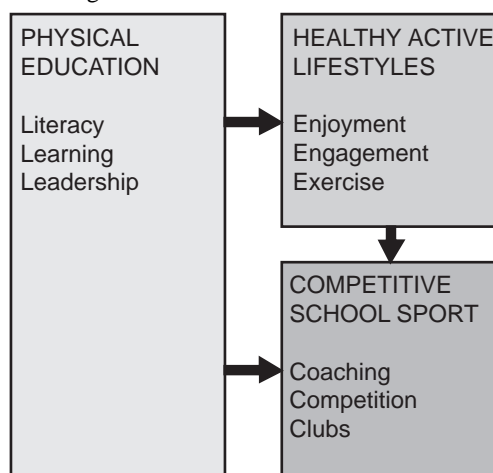
INTRODUCTION

1. The Youth Sport Trust is the leading voice of school sport and physical education (PE) in the UK. We have nearly 20 years of experience in delivering PE and sport in schools around the country, and have gained considerable understanding of how they can have a significant impact on academic achievement and whole school standards. As well as representing those working in the field, we also deliver a range of programmes on behalf of Government and other partners, and played a central role in establishing the School Sport Partnership system under the previous administration. Through our experience of delivery on the ground, and our network of partner and member schools, we have a unique insight into the current state of PE and school sport and the effect of Government policy on their delivery.

2. We welcome the opportunity to contribute to this inquiry and our Chair, Baroness Sue Campbell, would be delighted to appear before the Committee to give oral evidence.

EXECUTIVE SUMMARY

3. The Youth Sport Trust believes that although the focus of this inquiry is school sport, it is imperative that we also consider curriculum time PE when assessing the current state of provision in schools. The Youth Sport Trust welcomes the inclusion of PE as a core subject at all Key Stages of the new draft National Curriculum, and believes PE should provide the physical literacy and learning which forms the basis of participation in school sport, and the foundation of a healthy and active lifestyle. This vision for PE, school sport, and healthy lifestyles is illustrated in the below diagram:



4. In assessing the effectiveness of current Government policy and expenditure on increasing sport in schools and delivering a lasting legacy from the London 2012 Olympic and Paralympic Games, the Youth Sport Trust believes it is important to first consider the Government’s decision to remove central funding for School Sport Partnerships. We believe this decision, taken in October 2010 had a number of negative effects on both the quality and quantity of PE and school sport delivered in our schools.

5. However, we also believe that a number of Government-funded programmes, including Change4Life Sports Clubs, the Sainsbury’s School Games, and Young Ambassadors have had a positive impact. In addition, we are supportive of the Government’s recent announcement of a new “Sport Premium”, designed to provide ring-fenced funding for PE and school sport at primary school level. We believe this new development has the potential to deliver a step-change in delivery, and alleviate many of the unwelcome consequences of the removal of central funding for School Sport Partnerships. We are hopeful that it will provide the basis of an on-going cross-party consensus on PE and school sport funding. However, this is dependent on schools and headteachers receiving the necessary support and direction to maximise the impact of this investment for young people across the country.

6. With regards to the take-up of competitive school sport, the Youth Sport Trust believes it is important to first ensure that any emphasis on competitive sport is not at the expense of a wider focus on increasing levels of participation and engagement amongst all young people. We believe in a broad and inclusive definition of “competition” that ensures the wider benefits of taking part, such as increased teamwork, dedication and communication, are emphasised to both teachers and pupils.

7. Going forward, the Youth Sport Trust believes that £150 million per year of funding announced as part of the “Sport Premium” has the potential to form the basis of a sustainable future for PE and school sport. We believe that the Government’s plan to reform Initial Teacher Training for Primary school teachers is also a step in the right direction. Undoubtedly, more action is needed to ensure we secure a truly sustainable legacy from the London 2012 Olympic and Paralympic Games, but the Youth Sport Trust is committed to working with both schools and Government. We would recommend the following:

- (a) Primary schools should be given clear support and direction on how best to deploy their “Sport Premium” funding and ensure it is used to build physical literacy amongst their pupils.
- (b) A renewed focus on ensuring partnership working and sharing of resources at primary and secondary school level, including designating “hub” or “beacon” schools to coordinate this.
- (c) The introduction of a coach education programme that provides school sport coaches with a recognised qualification in coaching children.
- (d) A renewed “gifted and talented” strategy that provides a pathway for talented young people into elite competition structures.

SECTION 1: CURRENT GOVERNMENT POLICY

School Sport Partnerships

8. Under the previous Government, the Youth Sport Trust was responsible for the conception and delivery of School Sport Partnerships. Supported by dedicated funding from the Department for Education, 450 School Sport Partnerships covered every maintained school in England. Each partnership was coordinated by a full time Partnership Development Manager, based in a hub school, and linked to local School Sport Co-ordinators, a two day a week post based in every secondary school, and Primary Link Teachers, based in every primary school.

9. In October 2010, the Secretary of State for Education announced the removal of central funding for School Sport Partnerships. The Youth Sport Trust believes that this decision had a number of negative effects on the delivery of PE and school sport:

- (a) **Reduced Capacity:** One of the most significant effects was a reduction in delivery capacity in PE and school sport. Although some School Sport Partnerships have been sustained through the commitment of schools, local authorities and community groups, funding pressures have meant that many have not. The 450 School Games Organisers, who have been instrumental in delivering the Sainsbury’s School Games since their appointment in autumn 2011, provide some capacity, while secondary school Teacher Release posts have also had some impact. However, School Games Organisers are only employed for three-days each week, while Teacher Release posts are released for one day a week to improve sport and PE in local primary schools—this represents a significant reduction on the capacity available under the School Sport Partnership system outlined above.
- (b) **Primary Schools:** It is at primary school level that this reduction in capacity and collaborative working has been most keenly felt. The Youth Sport Trust believes that the quality and quantity of PE and school sport in primary schools has dropped, leading to many children not developing the basic physical literacy skills they need to build life-long participation in sport and physical activity. The vast majority of primary schools have no specialist PE provision, and around half of all primary school teachers receive only 10 hours or less of specialist PE training. As a result, Youth Sport Trust research shows that many lack the confidence and competence to deliver the subject properly,²⁹ while Ofsted’s recent report into PE found that some primary school teachers “lack the specialist knowledge needed to teach PE well”.
- (c) **Partnership Working:** School Sport Partnerships were highly effective in promoting the sharing of best practice between schools, and encouraging schools to collaborate in order to maximise the effectiveness of their existing resources and capacity. The Youth Sport Trust understands from its network of schools across the country that, over the last two years, much of this collaborative approach has been lost—this is especially regrettable at a time when public spending is under pressure, as the sharing of best practice and resources is a highly cost-effective way of raising standards and enhancing delivery.
- (d) **Basic “floor standard”:** When central funding for School Sport Partnerships was removed, the “aspirational target” for schools to increase the percentage of children and young people taking part in at least two hours of PE and school sport every week was also removed. This target, combined with investment in the School Sport Partnership system, was highly effective in increasing the quality and quantity of PE and sport delivered in schools. By 2008, the national PE and Sport Survey found that the proportion of children and young people taking part in at least two hours of high quality PE and school sport each week had risen from a baseline of 25% to 90% in schools involved in their local partnership.³⁰

While the Youth Sport Trust is aware that the Government is unable to stipulate the amount of time that individual schools spend on each subject, we are concerned that, since the removal of funding for School Sport Partnerships no target, guidance or clear expectation around the quality and quantity of PE and school sport in our schools. This has led to an inequality in provision across the country, with a survey conducted by the Cricket Foundation in November 2012 fund

²⁹ Youth Sport Trust & Roehampton University (2012). *Start to Move Final Report: July 2012*

³⁰ Department for Children, Schools and Families (2008). *School Sport Survey 2007–08*. <https://www.education.gov.uk/publications/eOrderingDownload/DCSF-RW063.pdf>

that 54% of parents believed their children took part in less than two hours a week of “PE and or games lessons”.³¹

- (e) Measurement: The removal of funding for School Sport Partnership also involved the abolition of the annual PE and school sport survey (referenced above) which measured the take up of PE and school sport in England. The absence of this survey means that it is very difficult to ascertain the true effect of current policy on the delivery PE and sport in schools.

Current Delivery

10. Despite the difficulties set out above, the Youth Sport Trust is involved in the delivery of a number of Government-backed programmes which have achieved significant success in enhancing PE and sport in schools around the country. In particular, we would draw the Committee’s attention to the following programmes:

- (a) Change4Life Sports Clubs: Over four years the Department of Health is investing £8.4 million in Change4Life Sports Clubs, which are delivered by the Youth Sport Trust. The Clubs are aimed at “less active” young people in both primary and secondary schools, and aim to encourage them to do more physical activity and engage in sport. The Youth Sport Trust has established over 8,500 clubs in schools around the country and the programme has involved over 150,000 children and young people in sport and physical activity.

Change4Life Sports Clubs have had a significant impact in changing perceptions of the role of sport and physical activity as public health improvement tools. They have also been highly successful in introducing Olympic and Paralympic sports into thousands of schools.

- (b) Sainsbury’s School Games: The Youth Sport Trust is also delighted to have been commissioned by Sport England to deliver the Sainsbury’s School Games, a nationwide programme that seeks to give young people the chance to take part in competitive school sport at school, local, regional and national level. To date, 16,668 schools have signed up to the programme.

Within the Sainsbury’s School Games, the successful inclusion of young disabled people in competitive school sport has been an outstanding success. The Youth Sport Trust has established 50 Project Ability schools, which spread expertise and best practice in engaging disabled young people in sport. In the academic year 2011–12, this work was supported by Top Sportsability, a programme funded by the Department for Education, which developed and distributed equipment and resources to support the provision of inclusive school sport and PE.

In addition, the Sainsbury’s School Games has successfully engaged National Governing Bodies of Sport (NGBs) in the delivery of school sport competition. As a result of the Games, there is now much greater “additionality” in the relationship between school sports clubs and community sports clubs, run by NGBs. Whereas before, these two types of clubs would compete with each other for the most talented school-aged athletes, there are now clear pathways for those athletes to make the transition into community sport, freeing up capacity to include more young people in competitive school sport.

- (c) Young Ambassadors: Funded by the Department for Education and delivered by the Youth Sport Trust, the Young Ambassadors programme has successfully trained over 10,000 young people to promote participation in school sport and PE in their own schools and communities. The programme has resulted in young people having a real sense of “ownership” over the delivery of the Olympic and Paralympic legacy. Although funding levels for the programme have been reduced over recent years, the Youth Sport Trust is pleased that continued investment has recently been committed by the Department for Education.
- (d) Coaching and Leadership programmes: The Department for Culture, Media and Sport, along with Sport England, has also funded a number of coaching and leadership programmes, which have had a real impact on schools and young people around the country. Thanks to this funding, the Youth Sport Trust has trained over 110,000 young volunteers to support the delivery school sport.

11. In addition to the programmes set out above, a variety of programmes funded by Youth Sport Trust’s corporate partners have made a significant contribution to delivering an Olympic and Paralympic legacy for young people. The Bupa Start to Move programme has trained 3,000 primary school teachers in building basic physical literacy amongst four to seven year-olds and reached over 180,000 children, while Matalan Top Sport has provided over 7,000 primary school teachers with training and curriculum resources in PE and sport delivery. The Sky Sports Living for Sport programme uses sport to help secondary school pupils engage with their education, and with wider school life, with over 50,000 young people having benefited from involvement in the programme. Elsewhere, Lloyds TSB continue to sponsor National School Sport Week, an annual week-long celebration of school sport which has involved over nine million children since 2009.

³¹ Chance to Shine website (2012). <http://www.chancetoshine.org/news/?article=news309>

Recent Government Announcement

12. The Youth Sport Trust welcomes the Government's recent announcement of renewed funding for PE and school sport.³² The "Sport Premium" will result in £150 million of investment in primary school PE and sport in each of the next two years, and we believe this funding has the potential to significantly enhance provision at primary school level. We are particularly pleased that "Sport Premium" investment will be fully ring-fenced. In order for its impact to be maximised, we believe it is imperative that schools are given support and direction on how best to deploy their "Sport Premium" funding. We also believe that schools should be free to "pool" funds in order to achieve the best possible outcomes for their pupils, and should be actively encouraged to cooperate and share resources. The Youth Sport Trust has established a dedicated membership structure to help primary schools work together to enhance the delivery of PE and school sport.

13. The Youth Sport Trust is fully supportive of the Government's decision to amend the guidance contained in the Ofsted Inspectors' Handbook to ensure inspectors assess a school's effectiveness in using its "Sport Premium" money to improve PE and school sport. We are also delighted that Ofsted will conduct a survey in one year to report on the impact of the "Sport Premium" expenditure. As stated above, the Youth Sport Trust also welcomes the Government's commitment to continue funding the Young Ambassadors programme.

14. Finally, the Youth Sport Trust welcomes the inclusion of PE as a core subject at all Key Stages of the new draft National Curriculum. We believe that the content of the curriculum needs to focus on giving children and young people positive experiences of PE, and building physical literacy in order to foster lifelong participation in sport and physical activity.

SECTION 2: COMPETITIVE SPORT IN SCHOOLS

15. The Youth Sport Trust recognises the Government's commitment to driving the take-up of competitive sport in schools. Participation in competitive sport is a key part in any child's sporting journey, and allows young people to build key life skills such as teamwork, determination and leadership. However, we believe that any focus on competition should not be at the cost of allowing all young people to participate fully in PE and school sport, including those who are less inclined to take part in competitive activities.

16. Research shows that boys are more likely than girls to prefer school sport or physical activity to be competitive.³³ In order to engage all young people in competition, it is imperative that sporting formats are fully inclusive, and the wider benefits of taking part are emphasised to young people and school sport practitioners.

17. In addition, if young people are to be expected to take part in competitive sport, they need to be taught the fundamental movement skills needed to properly engage in competition, and reap the full benefits of doing so.

18. For this reason, the Youth Sport Trust believes we need a high quality PE curriculum that, at primary school level, focuses on building physical literacy in young children.

19. With regards to measuring the current level of take-up of competitive sports in schools, the removal of the PE and School Sport Survey makes it very hard to ascertain the current situation in schools. As mentioned above, the Youth Sport Trust is commissioned by Sport England to deliver the Sainsbury's School Games, and we are delighted that over 16,000 schools have signed up to the programme. However, although this figure shows how many schools are committed to involvement in the School Games in some form, it does not give an accurate picture of the quantity and quality of School Games activity within each school. The School Games Kitemark has been introduced in order to measure quality of provision in schools, but it provides little additional intelligence on the "take-up" of competitive school sport.

20. Finally, the Youth Sport Trust would draw the Committee's attention to the success of the School Sport Partnership system on increasing the take-up of competitive school sport. The 2009–10 PE and School Sport Survey found that the proportion of children taking part in competitive intra-school competition at some point in the year was 78%, up from a baseline of only 58% in 2006.³⁴ In addition, the recent Ofsted report into PE also praised the work of School Sport Partnerships in increasing access to competitive school sport, stating that their impact in increasing regular competition was clearly evident in the vast majority of schools visited by inspectors.³⁵

21. Going forward, if the Government is committed to driving the take-up of competitive sport in schools, it is imperative that measures to promote this are articulated as part of wider PE and school sport strategy.

³² <http://www.number10.gov.uk/news/olympic-legacy-boost-150-million-for-primary-school-sport-in-england/>

³³ Institute of Youth Sport (2011). *Understanding Psycho-Social Attitudes towards Sport and Activity in Girls: Final Research Report*.

³⁴ Department for Education (2010). *PE and Sport Survey 2009–10*.
<https://www.education.gov.uk/publications/eOrderingDownload/DFE-RR032.pdf>

³⁵ Ofsted (2013) *Beyond 2012—outstanding physical education for all*.
<http://www.ofsted.gov.uk/resources/beyond-2012-outstanding-physical-education-for-all>

SECTION 3: THE FUTURE OF SCHOOL SPORT AND PE

22. As stated above, the Youth Sport Trust welcomes the Government's recent announcement of renewed funding for PE and school sport. We are particularly pleased that this investment focuses on improving provision at primary school level, as we believe this is imperative if we are to deliver a lasting legacy from the London 2012 Olympic and Paralympic Games.

23. We are hopeful that the Government's announcement will form the basis of an ongoing cross-party consensus on PE and school sport. The removal of central funding for School Sport Partnerships and the resulting uncertainty around funding for school sport, has hampered many schools' ability to plan effectively for the future. Going forward, the Youth Sport Trust believes that we should avoid such disruption, and focus on building a long-term sustainable vision for PE and school sport.

24. In order to achieve this, the Youth Sport Trust believes that school sport and PE should sit within a wider national sporting strategy which uses sport to improve health, educational and societal outcomes. Within the education sphere, this strategy should emphasise the impact of PE and sport on raising achievement among young people, improving behaviour and self-confidence, and driving up whole school standards. It should be fully differentiated and recognise the power of sport to improve health outcomes, as well as providing opportunities for recreation and competition.

25. At local level it is imperative that we continue to build the school based expertise and capacity that is needed to deliver high quality PE and school sport. In primary schools, the Youth Sport Trust is hopeful that the "Sport Premium" will be utilised by schools to provide teachers with ongoing training in the delivery of PE, and thus help to build physical literacy among their pupils. As stated above, we also believe that the Government's commitment to reforming the PE content within primary level Initial Teacher Training is a crucial step to build capacity and expertise in our primary schools.

26. At secondary school level the Youth Sport Trust believes that further investment is needed to fund a sports development professional to coordinate the delivery of school sport and PE and ensure resources are maximised. This professional should be based within a network of "hub" or "beacon" schools which are linked to "clusters" of local primary and secondary schools. They should spread expertise and act as a delivery apparatus for programmes to enhance the delivery of PE and school sport. We would welcome the creation of "Director of Sport" posts in every secondary school, focussed on organising and promoting participation in sport outside of curriculum time. In order to further enhance the delivery of extra-curricular sport, the Youth Sport Trust supports the introduction of a coach education programme that provides school sport coaches with a recognised qualification in coaching children.

27 Finally, the Youth Sport Trust believes the Government should set out a clear "gifted and talented" strategy that provides a pathway for talented young people into elite competition structures.

April 2013

Further written evidence submitted by Youth Sport Trust

Following Baroness Sue Campbell's appearance in front of the Education Select Committee on 21 May, please find below a further submission to the Committee's inquiry into school sport from the Youth Sport Trust.

THE POWER OF SPORT TO ENHANCE ACADEMIC ACHIEVEMENT

Further to Committee Members' interest in the power of sport to enhance levels of academic achievement amongst young people, please find attached a copy of a report commissioned by the Youth Sport Trust in January 2011, which features analyses of the GCSE results and Ofsted inspections of specialist sports colleges. The report, entitled *Specialism and Student Outcomes—Analyses of GCSE attainment and Ofsted judgements*, states that, between 2007 and 2010, on the measure of percentage of students attaining 5 A*-C GCSEs, the average performance of sports colleges improved by 7.8%, rising from 41.8% to 49.6%. In the same period, that national average for students attaining 5 A*-Cs improved by 4%.

[Hard copy also sent by post]

YOUTH SPORT TRUST GUIDANCE FOR PRIMARY SCHOOLS

Following the Committee's discussion of the importance of guidance for primary school headteachers in deploying their "Sport Premium" funding, please find below a link to a special edition of the Youth Sport Trust's *Sporting Start* magazine. The document offers detailed guidance for primary school leaders on how best to deploy the new investment in order to achieve sustainable improvements in PE and school sport provision, and also includes a self-review tool for schools to assess their current level of provision. A copy of the document was sent to every primary school in England.

http://www.youthsporttrust.org/media/3387106/sportingstart_specialedition_finalproof.pdf

[Hard copy also sent by post]

SCHOOL TO CLUB LINKS

Further to the Committee's discussion of school to club links, the Committee may be interested in viewing evidence contained with the PE and Sport Survey 2009/10, which showed that School Sport Partnerships helped schools to establish links to, on average, 9.1 local sports clubs. The full report can be accessed here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/181556/DFE-RR032.pdf

SKY SPORTS LIVING FOR SPORT

The Committee may be interested to view the below link to a website detailing key facts and figures around the Sky Sports Living for Sport programme, mentioned by Baroness Campbell, which uses sports stars and sports skills to help young people who are in danger of disengaging from their education to reintegrate into school life. 50,000 young people have taken part in the programme since 2003, with research showing that, following involvement, 72% of students said they were more likely to go on to 6th Form or college. More key statistics on the programme can be found here:

<http://livingforsport.skysports.com/whats-our-goal/proven-results>

[Hard copy of Sky Sports Living for sport info also sent by post]

YOUTH SPORT TRUST RECOMMENDATIONS

Finally, please find below a number of key recommendations that the Youth Sport Trust believes should be contained within the Committee's report:

1. A fundamental shift in thinking within Government and the education sector on the importance of sport and PE within every child's education.
2. Recognition of the impact of PE and sport on raising achievement among young people, improving behaviour and self-confidence, and driving up whole school standards.
3. An ongoing, cross-party consensus on school sport and PE in order to avoid further disruption to delivery.
4. Primary school headteachers should be given clear guidance on how best to deploy their "Sport Premium" funding to develop the physical literacy of their pupils, and achieve lasting improvements in PE and sporting provision.
5. Greater focus on PE within Initial Teacher Training at primary school level. We welcome the Government's commitment to reforming PE training for primary school teachers.
6. The Government should set out a clear "gifted and talented" strategy that provides a pathway for talented young people into elite competition structures.

June 2013

Written evidence submitted by the Department for Education

1. Introduction
2. Executive Summary
3. Existing Policy and Expenditure On School Sport
4. Recent Analyses of Children's experience of PE and Sport
5. Additional Measures and Expenditure
6. Ofsted and Accountability
7. Grants
8. National Curriculum
9. Initial Teacher Training (ITT) and Continuing Professional Development (CPD) for PE Teachers
10. Other Government Departments
11. Disability
12. Assessment of Impact

Annex: Draft National Curriculum Programme of Study for PE

1. INTRODUCTION

1.1. The Department for Education (DfE) is pleased to provide written evidence to support the Education Select Committee's inquiry into School Sport following the London 2012 Olympic and Paralympic Games. This submission covers the evidence underpinning the Government's policy on school sport and summarises current activity by the Department for Education, as well as new proposals for physical education (PE) and sport in schools announced by the Prime Minister on 16 March 2013.

1.2. The Government's starting point for improving school sport and securing a sustainable legacy from Olympic and Paralympic Games was to acquire a better understanding of the issues and problems, and to identify and build on the examples of existing high quality practice across both primary and secondary schools.

1.3. A significant part of the approach to improving school sport is to encourage all schools to take inspiration from the example of the best, and to use the freedoms available to them to provide a first class sport and PE offer.

1.4. Outstanding heads of outstanding schools in both state and independent sectors do not neglect sport at the expense of providing a good academic curriculum. They actively pursue and maintain partnerships, they have high expectations of pupils' achievement in sport, and they look for and find innovative ways to overcome barriers. They recognise that provision of high quality school sport complements pupils' academic achievement.

1.5. The policy development process that culminated in the Prime Minister's announcement on 16 March drew upon extensive consultation with a wide range of interested parties. These interested parties included some of those outstanding schools, sports organisations and national governing bodies, as well as focus groups of headteachers, teachers and pupils. The Department also hosted a roundtable discussion, attended by the Secretaries of State for Education and for Culture, Media and Sport with leading representatives of these groups.

1.6. From these consultations it became clear that there was a widespread consensus that, although there is much good practice in schools, the key issues to be addressed are a lack of expertise in teaching sport, and of capacity. It was also agreed that both those issues particularly affected primary schools. The expertise of specialist secondary school PE teachers could be drawn upon to improve the quality and range of activities in primary schools if the necessary funding was made available.

2. EXECUTIVE SUMMARY

2.1. While the policies of the previous Government were successful in helping schools to raise participation levels in targeted areas, the number of young people participating in competitive sport regularly remained disappointingly low³⁶. Spending did not ensure sustainability and created a culture of dependency upon continued funding. Unnecessary burdens were placed on schools through data collection exercises.

2.2. We consider that the programmes of study for PE in the National Curriculum are too prescriptive and do not place sufficient emphasis on competitive sport. The new draft programme of study, published for consultation in February, exemplifies a range of competitive team and individual sports and other activities, including dance, that will appeal to a broad range of pupils. The sports referred to are examples only and teachers can teach whichever sport or activity meets the stated requirements.

2.3 Following our consultation with interested parties, as outlined in paragraphs 1.5 and 1.6 above, the following key principles were identified as being crucial to encouraging the take up of organized school sport:

- Good schools focus on excellence in PE and sport because they know it is important;
- Providing targeted funding for PE and sport is one way to encourage schools to prioritise sport;
- The Government should trust school leaders and teachers to know what is best for their pupils, rather than attempting to prescribe a "one size fits all" model for every school;
- A funding commitment over a pre-determined period enables schools to plan sensibly to develop their provision in sustainable way and embed it within their core offer; and
- DfE-led programmes need to align with and complement activity from other Government Departments.

2.4. To implement these principles the Prime Minister recently announced a new programme of additional ring-fenced funding of £150 million per annum for academic years 2013/14 and 2014/15 to support provision of PE and sport in primary schools. This funding includes £80 million per annum from DfE along with substantial contributions from the Departments for Health (£60 million per annum) and for Culture, Media and Sport (£10 million per annum)

2.5. This money will be provided directly to primary school headteachers and must be spent on improving sport and PE. However, within this broad requirement, headteachers will be free to decide how the money might most effectively be spent to address the needs of their pupils.

2.6. The use of this funding follows on from our current approach in which, for academic years 2011/12 and 2012/13, secondary schools have received additional funding of £7,600 per annum to cover the release of specialist PE teachers for one day each week to support provision of PE and sport in local primary schools. Targeted grants were also used to focus on demographics that are traditionally underrepresented and DfE supported the Department of Culture Media and Sport in introducing the School Games programme which provides schools with further opportunities to take part in competitive sport.

2.7. In addition to the £150 million per annum for 2013/14 and 2014/15, DfE will extend its existing grant programmes supporting provision of PE and sport in schools for a further year. (Further details are given in paragraphs 3.2—3.4.) The Teaching Agency will launch an Initial Teacher Training (ITT) pilot programme to

³⁶ PE and Sport Survey 2009/10, DfE (TNS-BMRB), 2010

produce a cadre of 120 primary teachers with a particular specialism in teach PE. Work on this programme will begin in summer 2013, with the first teachers beginning work in schools in September 2013.

3. EXISTING POLICY AND EXPENDITURE ON SCHOOL SPORT

3.1. PE is currently compulsory within the National Curriculum, and, consequently, schools are funded through their mainstream funding to ensure that it can be taught to all pupils. As detailed in paragraph 2.6, DfE currently provides additional funding of £32.5 million per annum through the PE teacher release scheme.

3.2. DfE has had a grant agreement with Sport England since 2011–12 to support work to improve participation in sport for children with disabilities. The grant agreement is for £300,000 per annum, and identifies four areas of development:

- increasing provision and access to inclusive PE and school sport;
- extending and nurturing expertise in schools;
- raising confidence and aspirations in young disabled people; and
- developing school club links with experts in the area of PE and sport for disabled children.

Examples of work being delivered by Sport England this year include:

- 50 new Project Ability school “peer teachers” trained;
- Around 2500 young disabled people given access to an athlete mentor to raise aspirations;
- Approximately 10,000 young people involved in inclusion awareness sessions delivered by Paralympians;
- “Top Sportsability”—3,600 schools equipped to provide inclusive intra-school competition; and
- 450 School Games Organisers trained to co-ordinate and plan inclusive competitions.

3.3. Through a separate grant agreement, the Department has provided funding of £1 million to Sport England during financial year 2012–13 to work with the national Governing Bodies of individual sports to place more volunteer leaders and coaches in schools to encourage wider pupil participation in sport. Working through County Sports Partnerships (CSPs) and School Games Organisers, Sport England aims to recruit 1350 new volunteers and support 1000 existing coaches and leaders, with a thorough and rigorous training and development programme, CRB checks and induction into the School Games. The programme also worked in partnership with LOCOG to encourage volunteer Olympic and Paralympic “Games Makers” to continue working and encouraging young people as part of the Olympic legacy.

3.4. A further grant from the Department for £250,000 for financial year 2012–13 has enabled the Youth Sport Trust to deliver the Young Ambassadors programme. This identifies and trains young people in schools to act as ambassadors to encourage their peers to take part in school sport and promote healthy lifestyles. They are selected on their sporting talent and commitment and ability as young leaders. There are currently 10,000 ambassadors, who will remain in their role as long as they are in school or college. The role of the Young Ambassadors includes:

- increasing participation in school sport and promoting healthy lifestyles;
- leading and organising sport for primary school children;
- organising and driving intra-school competition as part of the School Games;
- acting as sporting advocates in their schools and local communities by inspiring other young people to take part in sport and physical activity, promoting citizenship and encouraging others into leadership in sport; and
- increasing the number of disabled young people engaging in sport.

3.5. In the run up to the London 2012 Olympic and Paralympic Games DfE provided grant support to the Get Set programme, run by the LOCOG, which aimed to engage schools in the run up to the Olympic Games. More than 23,500 schools signed up to Get Set and received educational resources and support to engage their pupils in the Games. In 2012–13 the Department provided £500,000 to Get Set to support schools to develop and deliver activities to capitalise on the learning opportunities arising from the Games (with particular emphasis on the Paralympic Games).

3.6. DfE is working with DCMS, Sport England, DH, the British Paralympic Association and the Youth Sport Trust (YST) to deliver the School Games. The School Games programme, which is led by the DCMS, is a school sport competition, using the inspiration of the London 2012 Olympic and Paralympic Games to help transform competitive sport in schools and get more young people playing sport. The programme provides a range of competitive sporting opportunities for participating schools, starting with competitive sport within and between schools, moving on to county or district annual festivals of sport, and culminating in a national competition to showcase our best sporting talent.

3.7. Just over half of all English schools initially signed up for the 2012 School Games, including around 90% of secondary schools and half of primary schools. By 1 August 2012 8,341 schools reported having

participated in the School Games 2011–12³⁷. This equated to just over a third of all schools in England and covered 3.85 million eligible pupils.

3.8. DCMS estimated the average public sector cost to be £13.20 per eligible student at schools participating in the School Games. Funding for the School Games in the first three years to March 2015 will be around £75 million from DCMS/Sport England and the Department for Health. Further support of £10 million has been secured through commercial sponsorship.

4. RECENT ANALYSES OF CHILDREN'S EXPERIENCE OF PE AND SPORT

4.1. Ofsted conducted a survey³⁸ into the quality of PE and Sport over the period 2008–12. This concluded that the teaching of PE and Sport had generally maintained the high standards reported in the previous such survey for the period 2005–08.

4.2. The Taking Part survey 2012³⁹, commissioned by the Department for Culture, Media and Sports, found that the overall proportion of children aged 5–15 who reported that they had participated in any sport during the preceding four weeks was 88.9%, consistent with the corresponding level for 2010–11. Within this figure, the proportion of children aged 5–10 who reported participating in sport was lower (82.7%) than for children aged 11–15 (96.1%).

4.3. Over three quarters of those surveyed (77%) had taken part in competitive sport in school, whilst 37% had taken part in competitive sport outside school. For 11–15 year olds, playing sport against others in PE and games lessons (74.6%) was the most common way of participating in competitive sport, whilst being a member of a sports club (32.6%) was the least common. Around 25% of 5–15 year olds were inspired to participate in sport more frequently following the London 2012 Olympic and Paralympic Games.

4.4. While many schools do focus on competitive sport, the 2009/10 PE and Sport Survey⁴⁰ revealed that only 21% pupils played competitive sport regularly⁴¹ against other schools; and 39% regularly⁴² participated in competition within school (excluding annual sports days).

4.5. Across Years 1–11, 86% of pupils participated in at least 120 minutes of curriculum PE each week. Across Years 1–13, 82% of pupils participated in at least 120 minutes of curriculum PE each week. Across the primary years (Years 1–6), the majority of children participated in at least 120 minutes of curriculum PE (93% of pupils in Years 1–2 and 95% of pupils in Years 3–6).

4.6. Young people have been inspired by the London 2012 Olympic and Paralympic Games, as demonstrated by the large increases in enquires received by sports associations and clubs. Research by the Local Government Association (LGA) also suggests that that more people are taking part in locally organised sports⁴³.

4.7 The declining number of young people children doing sport regularly, in particular girls and young women, remains a concern. The Active people Survey, June 2012, showed that over 15.3 million people aged 16 and over play sport regularly.⁴⁴ However, although women account for over 51% of adults, they account for only 43% of regular sports participants (6.6 million). Whilst the number of women playing sport has increased over the past six years, the proportion has decreased over this period.

5. ADDITIONAL MEASURES AND EXPENDITURE

5.1. The London 2012 Olympic and Paralympic Games were significant highlights in what was a tremendous year for sport in Britain. As the Government's legacy statements have made clear, improving opportunities for all children and young people to lead healthy active lifestyles and take part in competitive school sport has always been a key part of our plans to ensure a lasting legacy from the London 2012 Olympic and Paralympic Games.

5.2 The London 2012 Games proved how important sport is to the nation, whether as participants, coaches, officials, volunteers or spectators. If we induce a habit of participation in sport while young people are at school, then they are more likely to continue with it into adulthood. This is the final piece in the jigsaw to ensure that children have the opportunity to participate in sport from the very start of education.

5.3 Through the Cabinet Committee on Olympic and Paralympic Legacy, all Government Departments are working together to deliver a tangible and lasting legacy from London 2012. Sport is at the heart of that.

The three Departments delivering the latest sports policy have worked develop a cohesive package to bring together education, sport and health benefits.

³⁷ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/77654/School_Games_2011-12.pdf

³⁸ "Beyond 2012—outstanding *physical education* for all" *Ofsted* report on *PE* and *school sport 2008–2012*, Ofsted, 2013

³⁹ <https://www.gov.uk/government/organisations/department-for-culture-media-sport/series/taking-part>

⁴⁰ PE and Sport Survey 2009/10, DfE (TNS-BMRB), 2010

⁴¹ Regularly means at least 3 times a year at Key Stage 2 and 9 times a year at KS3 and 4

⁴² Regularly means at least 3 times a year at Key Stage 2 and 12 times a year at KS3 and 4

⁴³ http://www.local.gov.uk/web/guest/media/-/releases/journal_content/56/10171/3708318/NEWS-TEMPLATE, Local Government Association, 10 September 2012

⁴⁴ Regular sports participation is defined as playing moderate intensity sport at least once a week for 30 minutes or longer (the 1 x 30 indicator)

Additional Funding for School Sport

5.4. There is a shared consensus among schools, teachers and sporting bodies that the area where sporting activity needs most support is in primary schools. This is partly a consequence of the lack of specialist PE teachers within the primary sector but also reflects the cumulative benefits deriving from an early interest in PE. We also know that the primary school years are crucial to tackling the challenges we face from increased instances of obesity and physical inactivity. That is where the Government is focusing its resources, time and energy.

5.5. The Government announced on Saturday 16 March new, substantial funding for primary school sport for the next two years, funded by the DfE, DH and DCMS. It will see funds go directly into the hands of primary school headteachers for them to spend on improving the quality of sport and PE for all pupils. Uniquely, this funding will be ring-fenced so that it can only be spent improving sport and PE Provision.

5.6. The Government is making a significant investment in every primary school that, if used wisely, can ensure that all children have the opportunity to take part in sport and PE, particularly those who are least active. Increasing opportunities in school sport for young people will make a significant contribution to helping to drive down rates of childhood obesity and instilling in young people an appetite for sport that will last them a lifetime.

5.7. Every state-funded primary school in the country will qualify for the additional ring-fenced funding to support provision of PE and sport. For schools with seventeen or more primary-aged pupils, as reported to the Department in the 2013 school census, the funding will consist of a lump sum of £8,000, with a top-up of £5 per pupil. This will include state-maintained schools, academies, middle schools, special schools (including non-maintained special schools); and pupil referral units. Schools with fewer than 16 pupils will receive £500 for every eligible pupil.

5.8. A typical school of 250 pupils would receive around £9,250 per year. The table below shows how much funding schools of different sizes will receive.

<i>16 pupils</i>	<i>25 pupils</i>	<i>50 pupils</i>	<i>100 pupils</i>	<i>250 pupils</i>	<i>500 pupils</i>
£8,000	£8,125	£8,250	£8,500	£9,250	£10,500

5.9. This additional funding will be provided for the two academic years 2013/14 and 2014/15 during which schools will be expected to embed this work within their core provision. Any funding beyond 2015 will be subject to the next Spending Review.

5.10. The funding for 213/14 and 214/15 will be included in the Additional Grant for Schools (AGS), to be distributed to local authorities in late September or early October each year. These payments will cover the total funding for the academic years. The allocations for each eligible school in the authority will be set out in a spreadsheet that will accompany the note on the conditions of grant for the initiatives being supported by the AGS.

5.11. Academies will receive their AGS directly from the Education Funding Agency. Eligible special schools will receive their funding directly from the Department's Special Education Needs and Disability Division.

5.12. Within the broad requirement that they use it to improve their provision of PE and sport, primary schools can use this new funding as they see fit. This could include buying in help from secondary schools if they feel this is right for them. When the funding comes to an end in 2015, we expect that primary schools should have embedded this work into their core provision.

5.13. Alternative options for the use of the additional ring-fenced funding might include:

- Hiring specialist PE teachers, PE advanced skills teachers, or qualified sports coaches to work alongside primary teachers when teaching PE;
- New or additional Change4Life sport clubs;
- Paying for professional development opportunities in PE/sport;
- Providing cover to release primary teachers for professional development in PE/sport;
- Running sporting competitions, or increasing participation in the School Games
- Purchasing quality assured professional development modules or materials for PE/sport; and
- Providing places for pupils on after school sport clubs and holiday clubs.

6. OFSTED AND ACCOUNTABILITY

6.1. Schools will be held to account for how they spend their additional funding. The Department has agreed with Her Majesty's Chief Inspector, Sir Michael Wilshaw, that Ofsted will strengthen its coverage of sport and PE within the Inspectors' Handbook and supporting guidance, so that schools and inspectors are clear about how sport and PE will be assessed in future as part of the overall provision offered by the school.

6.2. A revised version of the handbook⁴⁵ will be published for implementation from September 2013. The handbook is followed by all inspectors and these changes will ensure that sport is a high priority for inspectors and that schools are held to account appropriately.

6.3. The revised handbook will ask inspectors to consider: “How well the school uses its Sport Premium top improve the quality and breadth of its PE and sporting provision, including increasing participation in PE and sport so that all pupils develop healthy lifestyles and reach the performances levels they are capable of.”

6.4. Ofsted will undertake two separate surveys. The first of these will be a rapid response survey to identify and promote best practice for teaching of PE and sport in schools. The Government and Ofsted will provide schools with information on effective practice taken from case studies provided by the very best schools. This would enable schools to draw on this to inform their use of any new funding. The second survey will be held up to a year later and will review how schools have utilised their additional funding for school sport and its impact.

6.5. We will also require schools to include details about their sporting provision on their school website, alongside their curriculum details. This will enable parents to compare sporting provision across and between local schools, both within and beyond the school day.

7. GRANTS

7.1. In addition to the additional funding for primary schools, the Department will continue to fund a number of smaller, targeted programmes which are already helping to improve PE and sporting provision for young people. These include: work on sport for young people with a disability; volunteer coaches and leaders; and the Young Ambassador programme as detailed in paragraphs 3.2, 3.3 and 3.4 above.

7.2. Sport England is also investing an additional £1.5 million a year of lottery funding through the County Sport Partnerships to help primary schools link up with local sports coaches, clubs and sports governing bodies. This will help schools put the strongest possible sport offer on for their pupils.

7.3. Sport England will extend the age-range of their satellite community clubs and Sportivate programmes from 14–25 to 11–25, giving all secondary school pupils more opportunities to engage in community sport.

8. NATIONAL CURRICULUM

8.1. PE is currently compulsory in the National Curriculum at all four Key Stages and will remain so after the current review. A draft programme of study for PE was published for consultation in February 2013.

8.2. This draft programme of study places a greater emphasis on competitive sport than was previously the case, whilst ensuring that schools continue to provide physical activities for their pupils which are suited to their needs. We have attached the draft Programme of Study as an Annex to this document.

8.3. It also retains the requirement that all primary pupils should be taught to swim as part of the National Curriculum. By the end of key stage 2 (age 11), pupils should be taught to swim unaided for a sustained period of time over a distance of at least 25 metres, and use a range of recognised strokes and personal survival skills.

9. INITIAL TEACHER TRAINING (ITT) AND CONTINUING PROFESSIONAL DEVELOPMENT (CPD) FOR PRIMARY PE TEACHERS

Initial Teacher training (ITT)

9.1. One of the key issues impacting upon provision of high quality physical education in primary schools has been a lack of appropriate expertise for the teaching of sport among non-specialist primary teachers. To help to address this, the Teaching Agency will run a pilot programme in initial teacher training for primary teachers. This will produce a cadre of 120 primary teachers with a particular specialism in teach PE. Work on this programme will begin in summer 2013, with the first teachers beginning work in schools in September 2013. These teachers will be able to:

- support generalist ITT trainees with enhanced PE input;
- support established teachers to develop their skills in delivering PE and school sport; and
- lead on regional sports initiatives to improve primary PE and sport in a collaborative approach.

9.2. This pilot is aimed at securing improvements in the capacity of primary teachers entering the profession to teach PE, as well as enabling schools to invest in their existing workforce. It will create a more sustainable future for PE and sport in primary schools.

9.3. A consortium of primary schools will work with a lead teaching school, accredited ITT provider and an outstanding university sports provider develop a school led route to train primary specialist physical education teachers. The schools will recruit, monitor, feedback and evaluate the plan.

9.4. As part of the route to Qualified Teacher Status (QTS) a training body (a Teaching School, that was formerly a Sports Specialist School and still manages PE/SPORTS activities across the sector) will run a

⁴⁵ (Current Version) <http://www.ofsted.gov.uk/resources/school-inspection-handbook>

“summer school” (July 2013) and subsequent knowledge training in partnership with recognised sports bodies (eg Lawn Tennis Association, Rugby Football Union, Rugby Football League, Football Association, England & Wales Cricket Board and similar bodies for dance, netball, rounders, swimming and gymnastics).

9.5. A four week summer school will enhance the trainees’ current sporting skills. They will be required to enhance their skills and access a range of sports at the same time as developing an understanding of the delivery of sport in primary schools.

9.6. In 2013–14 there will be an initial implementation of a hundred and twenty trainees in three Teaching School Alliances with forty trainees in each alliance. All training will take place across the alliance, the training provider’s institution and within the sports’ governing bodies

9.7. Trainees will have demonstrable skills in a particular sport or sports and will demonstrate sporting excellence at a high level such as training for high class competitions, membership of a 1st team in a particular sport. They must have an interest in sporting activities and have a sports background. Trainees must also have a good degree (Grade 1, 2.1, 2.2) in any national curriculum subject or an honours degree with significant sport content.

9.8. The content of the training will be 50% primary generalist training and 50% specialist PE training over the course of a year. The content will be developed by the schools within the alliance, in consultation with the ITT providers and sports specialist universities. All partners will work together to produce a bespoke ITT route to ensure that the teaching regulations are covered.

9.9. The implementation in 2013–14 will be based on the principles of School Direct but will allow for more flexibility around expectations of employment as distinct from the School Direct route.

9.10. The budget for this programme will come from the Olympic Legacy Fund. The £2000 bursary per trainee will align with the bursary for primary mathematics specialist teachers. The cost for the summer school is a best estimate based on historical evidence.

<i>Budget</i>	<i>Per trainee</i>	<i>Total of 120 trainees</i>
Bursary	£2000	£240,000
Summer School	£4000	£480,000
Total	£6000	£720,000
Budget	Set up costs per Teaching School	3 Teaching Schools
Total	£10,000	£30,000
Grand total		£750,000

Continuing Professional Development (CPD)

9.11. The sport premium will provide more opportunities for teachers to develop their skills and acquire the necessary coaching skills as part of their CPD.

9.12. Schools can use the sports premium for CPD training days and supply cover. Schools also have their own CPD budgets which they can use to buy in this training.

9.13. There is a wide range of high quality PE and sport training materials and resources available to schools. We will ask the Association for Physical Education (AfPE) to signpost schools to resources and materials which best meet their needs.

10. OTHER GOVERNMENT DEPARTMENTS

10.1. On top of the Department for Culture, Media & Sport’s (DCMS) contribution to funding primary school sport, Sport England is also investing £1.5 million a year of Lottery funding through the County Sport Partnerships to help Primary Schools link up with local sports coaches, clubs and sports governing bodies. This will help schools put the strongest possible sport offer on for their pupils.

10.2. This complements the existing commitments to deliver a lasting sporting legacy, including DCMS’s £1 billion youth and community sport strategy that is increasing opportunities for secondary school age children to play more sport.

10.3. At secondary level sport provision is being further enhanced by sports governing bodies. With funding from Sport England they will provide a multi-sport satellite club in every secondary school. These will be available to every secondary school pupil on top of the sport and PE offer they receive as part of the curriculum.

10.4. DCMS has also agreed that Sport England will expand its Sportivate programme making it available for those aged 11 upwards. It was previously available to those aged 14 years and above. This gives schoolchildren expert coaching in the sport of their choice and encourages them to participate in sport beyond school and at local community sports clubs.

10.5. The Government will monitor progress on this front by measuring for the first time the impact of these programmes on sports participation by 11 to 14 years olds.

11. DISABILITY

11.1. The annual Taking Part Survey, commissioned by DCMS, asks children (or for 5–10 year olds the parents/carers of children) to report whether they have a limiting disability and maps this against participation in sport in and out of school. In 2001/12 81.4% of children with a limiting disability reported having done some sport in the last 4 weeks, compared to 89.6% for children with no disabilities.

11.2. We want to ensure that all children have the chance to lead a healthy active lifestyle, enjoy sport in school, to compete against their peers and we want to promote and celebrate sporting excellence at a young age.

11.3. The National Curriculum requires teachers to give due regard to three principles of inclusion, which also relate to their delivery of physical education:

1. Setting suitable learning challenges;
2. Responding to pupils' diverse learning needs; and
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

11.4. Through the School Games, schools are giving disabled children the chance to play competitive sport. The schools involved in the "School Games" will offer competitive sporting opportunities to young disabled people at every level of the programme.

11.5. Project Ability is a bespoke project within the School Games designed to help drive and increase competitive opportunities for young disabled people. Over 5,000 young disabled people have so far benefited from Project Ability. It is delivered through a network of 50 lead Project Ability schools, and helps schools in England to improve the quality, and extend the provision of sport for disabled pupils by:

- Providing disability-specific training for School Games Organisers.
- Establishing even more local competitive opportunities for young disabled people.
- Working with sports to design inclusive sports formats.
- Including disability sport across all levels of the School Games.
- Sustaining young people's participation through the development of school club activities.

11.6. The Department supports the work of Sport England's Disability Sports programme which:

- Builds capacity in the system (school workforce, National Governing Body's coaches and community clubs).
- Creates a step change in NGB formats through innovation and the adaptation of rules, equipment and team structure.
- Exemplifies clear and accessible pathways in a number of areas of the country which provide models of effective practice.

11.7. The existing School Games programme will continue to provide competitive sporting opportunities to all schoolchildren, no matter their ability or disability, Change4Life Clubs offer the Paralympic sports boccia and basketball as part of the "menu" of opportunities for participating schools.

12. ASSESSMENT OF IMPACT

12.1. Ofsted Inspectors will consider how well each primary school uses its additional funding to improve the quality and breadth of its PE and sporting provision, including increasing participation in PE and sport so that all pupils develop healthy lifestyles and reach the performance levels they are capable of. It will also be possible to see improvements in the sporting opportunities which schools provide from their websites.

12.2. Data from the Taking Part and Active People surveys will show participation trends in young people's sporting habits over time. We will monitor progress on this front by extending the measurements of sports participation to include children in the 11 to 14 age range.

Annex A

DRAFT NATIONAL CURRICULUM PROGRAMME OF STUDY FOR PE, CURRENTLY UNDER PUBLIC CONSULTATION.

PURPOSE OF STUDY

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

AIMS

The National Curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities;

-
- are physically active for sustained periods of time;
 - engage in competitive sports and activities; and
 - lead healthy, active lives.

ATTAINMENT TARGETS

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Programme of Study.

SUBJECT CONTENT

Key Stage 1

Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;
- participate in team games, developing simple tactics for attacking and defending; and
- perform dances using simple movement patterns.

Key Stage 2

Pupils continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, catching and throwing in isolation and in combination;
- play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics;
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team; and
- compare their performances with previous ones to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres;
- use a range of strokes effectively such as front crawl, backstroke and breaststroke; and
- perform safe self-rescue in different water-based situations.

Key Stage 3

Pupils build on and embed the physical development and skills learnt in Key Stages 1 and 2 and become more competent, confident and expert in their techniques, and apply them across different sports and activities. They understand what makes a performance effective and how to apply these principles to their own and others' work. They develop the confidence and interest to get involved in exercise and sports and activities out of school and in later life.

Pupils should be taught to:

- use a range of tactics and strategies to overcome opponents in face-to face competition through team and individual games such as football, netball, rounders, cricket, hockey, basketball, badminton, tennis and rugby;
- develop their technique and improve their performance in other competitive sports such as athletics and gymnastics;
- perform dances using advanced movement patterns;

- take part in outdoor and adventurous activities which present mental and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group;
- compare their performances with previous ones to achieve their personal best; and
- take part in competitive sports and activities outside school through community links or sports clubs.

Key Stage 4

During Key Stage 4 pupils tackle complex and demanding activities. They get involved in physical activity that is mainly focused on performing, promoting healthy and active lives, or developing personal fitness. This could include becoming a specialist or elite performer.

Pupils should be taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games such as football, netball, rounders, cricket, hockey, basketball, badminton, tennis and rugby;
- develop their technique and improve their performance in other competitive sports such as athletics and gymnastics, or other activities such as dance;
- take part in further outdoor and adventurous activities in a range of environments which present mental and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group;
- compare their performances with previous ones to achieve their personal best; and
- continue to take part in competitive sports and activities outside school through community links or sports clubs.

May 2013

Further written evidence submitted by the Department for Education

During the hearing there were a few points on which I promised to write with further information.

In discussion about the number of schools currently registered for the School Games (Q243), I said that there were “more than 17,000”. I can now confirm that, as at 3 June 2013, 17,122 schools had registered for the School Games. Of these, 13,565 have actually activated their registration and currently have live accounts on the monitoring system. You also enquired about the funding for the School Games. The total public funding supporting the School Games totals £65.9 million up to March 2015. This sum includes £35.5 million of National Lottery funding through Sport England, a further £22 million from Sport England and the Department for Health for School Games Organisers, £2 million from the Department for Culture, Media and Sport and £6.4 million from the Department for Health through Change4Life Clubs. In addition, the funding that we provided through the PE teacher release scheme could support the involvement of both primary and secondary schools in the School Games.

You will recall that we had a brief discussion about the nature and extent of sports satellite clubs (Q229). I understand that there are currently 450 sport satellite clubs in operation. Many of these projects are still in development so we do not yet have any evaluation data available. Satellite Clubs are extensions or outposts of community sports clubs which are established in a new venue, usually a secondary school or college. Delivered by coaches and volunteers from the community sports club, they provide a valuable stepping stone to ensure more young people transition from school to community sport.

Mr Skidmore referred to Mr Diaper’s comment in one of the earlier evidence sessions to the effect that sport satellite clubs were often little more than “a poster on a noticeboard”. I have checked with Mr Diaper who confirms that his remark was a reference to the limitations of what a traditional school to club link has sometimes been in the past. The satellite clubs which his organisation is establishing seek to take a far more innovative approach whereby a sports club or clubs locate an outpost on a school site.

Between now and 2017 the Government plans to invest £49 million in satellite clubs, made up as follows:

- £20 million through 25 different sports (including football and athletics which will deliver 2,000 and 1,000 satellite clubs respectively) and including boxing and handball which will deliver 54 and 100 respectively.
- Each sport will report against targets on the number of satellite clubs established and the number of participants attending them.
- £21 million targeted at local satellite club delivery, with schools able to secure local funding to set up satellite clubs.
- £8 million to employ a network of Club Link Makers (with at least one in every County Sports Partnership) who will work with schools and national governing bodies to set up the clubs locally.

We did agree that a key concern has been the lack of appropriate expertise for the teaching of sport among primary teachers. The Government does not prescribe the specific content of Initial Teacher Training (ITT)

courses, nor set out requirements for any particular amount of time to be spent on any element of the content. Instead, we expect providers to ensure that their programmes allow all trainees to achieve Qualified Teacher Status (QTS) by demonstrating that they meet the Teachers' Standards. All aspects of ITT provision are inspected by Ofsted.

Another issue that the Committee raised, and on which I share their concerns, was the point raised by Baroness Grey-Thompson that children with disabilities were often expected to go to the library rather than participate in PE lessons. In the debate of the Children and Families Bill later that same day we also discussed how we can include information on access to school sport and activities outside of the classroom for children and young people with a disability in the new SEN Code of Practice. I have asked officials to look at how this information might be included in the section on the Local Offer and how we can make links to the existing equalities legislation.

I do recognise the Committee's concerns, expressed at Q252, that some headteachers may find themselves deluged by calls from coaches offering their services, and as such it might be difficult for them to distinguish between canvassers offering high quality provision and those plugging services of lesser worth. As I advised the Committee during the hearing, we have now published (28 June) a large package of information for primary school headteachers to support their decisions about how they might most effectively spend their additional funding from September 2013 onwards. This material includes:

- a selection of case studies from schools with a proven track record of effective provision of PE and sport;
- information about the packages of support on offer from sporting organisations such as Sport England, the Youth Sport Trust and the Association for Physical Education (afPE);
- information from the national governing bodies about their own offers of support for schools, and other sources of quality assured resources; and
- evidence, drawn from Ofsted and other sources, of effective practice in the provision of PE and sport.

This material is available on the Department's website via the following link:

<https://www.education.gov.uk/schools/adminandfinance/financialmanagement/prir>

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