



## School Sport: key developments since the Olympics

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This note outlines recent developments in sport and physical education in schools in England and the accompanying debate and commentary, including that surrounding competitive sport and the London Olympics' legacy. It covers Government policy on the revised National Curriculum, the focus of funding on primary school sport and the sports legacy plan. It also includes government and parliamentary reports and independent surveys.

Detailed coverage of developments and debate up to the Olympics is provided in [School Sport - Commons Library Standard Note 6052](#). Specific coverage of the Olympic legacy can be found in [London Olympics 2012: sporting legacy - Commons Library Standard Note 4868](#)

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## 1 Government strategy on School Sport

In its first two years the Coalition Government announced:

- the ending of the previous administration's Physical Education and Sports Strategy and the ending of ring-fenced funding for School Sport Partnerships (SSPs)
- the encouragement of more competitive sport in schools
- PE teacher release funding for secondary schools
- a National Curriculum Review including Physical Education
- funding from the Lottery and the Department of Health to develop a new "Olympic style" School Games in partnership with the Youth Sport Trust and others
- and a Youth Sport Strategy, to encourage people to play sport for life.

These policies are discussed in [School Sport - Commons Library Standard Note 6052](#).

In the last two years the Government has introduced new guidance on physical education programmes of study in the National Curriculum in England, the funding of primary school sport and physical education, and a ten point plan to secure a lasting sporting legacy which includes youth and school sport strategies.

## 1.1 The National Curriculum: Physical Education

Physical Education remains and will continue to be compulsory at all key stages of the National Curriculum and must be taught at all maintained schools. The latest guidelines are shown below. Academies and free schools are not bound by the guidelines but are required to provide a broad and balanced curriculum including physical development.<sup>1</sup>

The Government announced a comprehensive review of the National Curriculum in January 2011.<sup>2</sup> In preparation for the introduction of the new National Curriculum from September 2014 the current National Curriculum programmes of study for PE at all four key stages have been disapplied with effect from 1 September 2013 and are no longer statutory.<sup>3</sup> Schools are free to develop their own curriculums for PE.

The Statutory guidance,<sup>4</sup> published in September 2013 sets out what is to be taught in all maintained primary and secondary schools in England from September 2014:

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
- lead healthy, active lives

### Key stage 1

Pupils should be taught to:

- master basic movements including running, jumping, throwing and 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
- perform dances using simple movement patterns

### Key stage 2

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

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<sup>1</sup> Academy curriculum factsheet, DfE

<sup>2</sup> School Sport - Commons Library Standard Note 6052

<sup>3</sup> The school curriculum 2014, DfE

<sup>4</sup> National Curriculum in England: physical education programmes of study

- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement 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 [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

### **Key stage 3**

Pupils should be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques in a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual 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
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs

### **Key stage 4**

Pupils should be taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]

- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] or other physical activities [for example, dance]
- take part in further outdoor and adventurous activities in a range of environments which present intellectual 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
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs<sup>5</sup>

### **The response to the new guidance**

The DfE produced two consultation reports summarising responses to the new programmes of study.

The consultation conducted from February to April 2013<sup>6</sup> produced over 17,000 responses from a wide range of interested individuals and organisations including teachers, parents, schools, local authorities and businesses. According to its report:

Respondents were broadly supportive of the slimmed-down draft programmes of study for PE, which were seen to provide schools with greater freedom. They welcomed the focus on physical literacy at key stage 1, progressing to further skills development in a range of sports and activities at subsequent key stages. The inclusion of dance at key stages 1 - 3 was also welcomed. A number of respondents argued for the inclusion of leadership, coaching and officiating at secondary level and others for the inclusion of cycling in the curriculum. Some respondents commented that there was too great an emphasis on sports at the expense of teaching about healthy lifestyles. There was an almost even split, across all respondents who commented, on the question of whether the emphasis on competition was positive or negative.

The July to August 2013 consultation<sup>7</sup> produced 750 responses from a similar range of individuals and organisations. The report provided the following breakdown of views on PE.

#### **Do you have any comments on the revised draft programmes of study or attainment targets for physical education?**

There were 273 responses to this question. 78 (29%) Yes. 195 (71%) No

Nine respondents (12%) expressed support for the revised PE programmes of study and noted in particular that the curriculum provided considerable scope for existing good practice to be continued and built upon.

19 respondents (24%) however believed that the PE curriculum was not coherent and might exclude some pupils. A total of 18 respondents (23%) felt that the curriculum only represented a list of activities.

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<sup>5</sup> National Curriculum in England: physical education programmes of study

<sup>6</sup> Reform of the national curriculum in England, Report of the consultation conducted February – April 2013, July 2013

<sup>7</sup> Reforming the national curriculum in England, Summary report of the July to August 2013 consultation on the new programmes of study and attainment targets from September 2014, September 2013

14 respondents (18%) believed that the competitive element in sports, dance and outdoor activities was over-emphasised.

14 respondents (18%) welcomed the inclusion of more performance dance styles at key stage 3. Some respondents suggested that their programme of study should be brought more closely into line with the recommendations from the Cultural Learning Review. Respondents believed that the position of dance remained unclear in the curriculum and that it should be recognised as an essential art form.

13 respondents (17%) believed that there should be a more flexible approach to PE which included a wider range of physical activity to set patterns for life and help combat obesity.

The Association for Physical Education (afPE) response was positive<sup>8</sup>:

We welcome the new curriculum and that physical education remains statutory at all key stages, enabling teachers to take the lead and build on this National Curriculum to create a personalised school curriculum, that will inspire their children and young people.

### **Schools' duty to provide sport and PE**

Schools are not required to provide a specified amount of time on PE and sporting activity or report it. In August 2012 the DfE produced the following statement.

#### **The Department comments on school sport target<sup>9</sup>**

The Department for Education has issued the following statement on the removal of the duty on schools to report whether they met the two-hour-a-week school sports target.

A Department for Education spokesperson said:

"This was not a target - it was an unenforceable aspiration. No more than two in five pupils took part in competitive sport when we told schools they no longer had to inform us of how much sport pupils were doing.

"We believe in freeing schools from unnecessary paperwork and form-filling. It used to take up far too much of teachers' time which could have been better used in the classroom or at the running track.

"The Secretary of State made clear in his letter to Baroness Campbell in October 2010 that he would expect every school to want to maintain as a minimum the current levels of PE and sport each week for every pupil.

This reply to a Parliamentary Question further explains the Government's policy on prescribing how much time is spent on PE:

**Sir Menzies Campbell:** To ask the Secretary of State for Education pursuant to the answer of 2 July 2013, *Official Report*, column 600W on schools: sports, what guidance his Department issues to schools on what the appropriate weekly time allocation for PE at all four stages is.

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<sup>8</sup> Official Response to the 2014 National Curriculum , Association for Physical Education (afPE)

<sup>9</sup> The Department comments on school sport target 8 Aug 2012

**Mr Timpson:** The Department for Education does not prescribe or offer guidance on how much time schools should allocate for PE. Head teachers are best placed to decide how to meet the needs of their pupils in all curriculum subjects, including PE.<sup>10</sup>

The policy on data collection and the basis for not prescribing PE is explained in this reply:

**Keith Vaz:** To ask the Secretary of State for Education (1) what proportion of school children aged 12 to 16 years take part in at least one planned sporting activity during school hours each week;

(2) what proportion of school children aged 5 to 11 years take part in at least one planned sporting activity during school hours each week;

(3) how many hours each week have been allocated for sports for children in the new curriculum.

**Mr Timpson:** Physical Education (PE) is, and will remain, compulsory at all four key stages of the national curriculum and every child should participate in PE lessons. The Department does not, however, collect data on pupils' participation in planned sporting activities. The Education Act 2002 specifically prohibits the Secretary of State for Education from prescribing the amount of time to be spent on any curriculum subject, including PE.<sup>11</sup>

## 1.2 Funding for primary school sport: the School Sport Premium

In March 2013 the Government announced £150 million per year for 2013/14 and 2014/15 to improve provision of physical education (PE) and sport in primary schools. This ring-fenced funding provided by the Departments for Education, Health and Culture, Media and Sport was to be allocated to primary school head teachers. In December 2013 this was extended to 2015/16<sup>12</sup>.

The DfE's Schools website provides details of the purposes to which funding may be put and schools' accountability<sup>13</sup>:

Schools must spend the additional funding on improving their provision of PE and sport, but they will have the freedom to choose how they do this.

Possible uses for the funding might include:

- hiring specialist PE teachers or qualified sports coaches to work with primary teachers when teaching PE
- supporting and engaging the least active children through new or additional Change4Life clubs
- paying for professional development opportunities for teachers in PE and sport
- providing cover to release primary teachers for professional development in PE and sport

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<sup>10</sup> HC Deb 4 Nov 2013 c104W

<sup>11</sup> HC Deb 15 July 2013 c 518W

<sup>12</sup> [Autumn Statement 2013 Cm 8747](#), para 2.164

<sup>13</sup> [Primary school sport funding](#), DfE, 17 April 2013

- running sport competitions, or increasing pupils' participation in the School Games
- buying quality assured professional development modules or materials for PE and sport
- providing places for pupils on after school sports clubs and holiday clubs
- pooling the additional funding with that of other local schools.

#### Accountability

From September 2013, schools will be held to account over how they spend their additional, ring-fenced funding. Ofsted will strengthen the coverage of PE and sport within the 'Inspectors' handbook' and supporting guidance so that both schools and inspectors know how sport and PE will be assessed in future as part of the school's overall provision.

One year on, Ofsted will carry out a survey reporting on the first year's expenditure of additional funding and its impact.

Schools will also be required to include details of their provision of PE and sport on their website, alongside details of their broader curriculum, so that parents can compare sports provision between schools, both within and beyond the school day.

The answer to the following PQ provides details of the funding formula:

**Mr Andrew Smith:** To ask the Secretary of State for Education what criteria or formula his Department used to determine the funding allocations for additional money for physical education and sport in primary schools.

**Mr Timpson:** Following the Prime Minister's announcement of cross-Government funding of £150 million per annum for academic years 2013/14 and 2014/15, all state-funded primary schools with 17 or more pupils will receive £8,000 plus a top-up of £5 per pupil. Schools with 16 or fewer pupils will receive £500 per pupil.

Each primary school will receive a sum equivalent to the cost of two days per week of a specialist PE teacher's time, with an additional weighting to reflect the size of each school's roll.

In smaller schools, where there are not sufficient pupils to make optimum use of a specialist PE teacher's time, the proportional funding of £500 per pupil enables the school to pay for cover for a teacher to attend relevant continuing professional development and/or to pay for additional equipment or facilities.<sup>14</sup>

In February 2014 it was reported that the Prime Minister had pledged to maintain this funding until 2020 if the Conservatives win the next general election.<sup>15</sup> The National Union of Teachers responded with a qualified welcome and assessed the impact of the changes to funding.<sup>16</sup>

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<sup>14</sup> HC Deb 2 Sep 2013 c 85W

<sup>15</sup> [David Cameron to announce extra sports aid for pupils until 2020](#), Telegraph 5 February 2014; [David Cameron offers guarantee on primary school sport funding](#), Guardian 6 February 2014.

<sup>16</sup> [Primary School Sports Funding](#) - press release, NUT, 6 February 2014



Commenting on the Prime Minister's commitment to keep the £150m a year Primary PE and Sport Premium until 2020, Christine Blower, General Secretary of the National Union of Teachers, the largest teachers' union, said:

'The extension of the commitment to funding for primary school sports is certainly welcome as is the Prime Minister's acknowledgement of the benefits it brings to school life. The funding, while not inconsequential, works out at approximately £9,000 per school. Given that many primary schools do not have dedicated PE teachers,, this does not add up to a great deal.

'Primary schools in particular have suffered from the withdrawal by the Coalition Government of the £160m per annum for School Sport Partnerships (SSPs) This provided funding for structures that did exist at local level and which worked across schools, linking them with expert coaches, sports and athletics clubs. As with other areas of Government education policy, the approach now is on individual schools to broker their own arrangements with for instance specialist coaches. This clearly lacks the co-ordination and the economies of scale previously achieved within a Local Authority co-ordinated system.

'The effect of the squeeze on timetabled curriculum is likely to be particularly pronounced in primary schools working to meet escalating 'floor targets' for pupil attainment and tests such as SATs. There needs to be far more recognition for sports and non-core subjects in schools to ensure that pupils enjoy the benefits of a well-rounded education.'

### **1.3 Primary School Sports Facilities Fund**

The Autumn Statement 2013 announced that:

Sport England will launch a £18 million Lottery-funded scheme Primary School Sports Facilities Fund<sup>17</sup> from 2014 to improve sports facilities in primary schools, to benefit both school children and the wider community.<sup>18</sup>

Sport England's website explains how and where the funding will be given:

The Primary School Sport Facilities fund, which will help more schools create sports spaces, will be similar to our Inspired Facilities programme. Schools are expected to receive on average £30,000 to spend on a range of specially created packages which can be tailored to meet their needs.

The Fund will help provide outdoor multi-sport areas which can be used both within the curriculum and out of school hours. As well as helping provide sports facilities, staff and volunteers at the school will receive information on how best to use the new facilities and equipment to help children get active.

Selection of schools

Whilst we want to help as many schools as possible, priority will be given to those primary schools which currently have little or no outside space which can be used for P.E. or sports sessions.

In February 2014 we will publish a simple set of selection criteria. The main points will be:

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<sup>17</sup> [New £18m fund to improve primary school sports facilities, Sport England](#) ,5 December 2013

<sup>18</sup> [Autumn Statement 2013 Cm 8747](#), para 2.164

The school must be able to show it has little or no outdoor space which can currently be used for P.E. and sports sessions, but that there is capacity for improvement. For example, a school may have a concrete playground that could be turned in to a multi-sport area.

The school needs to demonstrate a commitment to P.E. and sport

Between February and March 2014 schools which think they meet the criteria will be invited to submit an expression of interest via a very simple application form.

#### 1.4 Secondary school sport funding

Funding for secondary school sport and PE is included in the Dedicated Schools Grant but, unlike primary schools, secondary schools receive no ring-fenced sports and PE funding:

**Margaret Hodge:** To ask the Secretary of State for Education what funding his Department plans to allocate for school sports to (a) primary and (b) secondary schools in Barking and Dagenham local authority area in (i) 2013-14 and (ii) 2014-15. [178240]

**Mr Timpson:** Funding for the provision of physical education (PE) and school sport at both primary and secondary level forms part of the overall Dedicated Schools Grant, which is not broken down by subject or curriculum area.

However, in recognition of the importance of PE and school sport, the Government is providing over £150 million additional funding per year for 2013/14, 2014/15 and 2015/16 which is ring-fenced solely for the improvement of PE and sport in primary schools.

Eligible schools located in Barking and Dagenham local authority area will receive a total of £450,600 in additional funding for PE and sport for the academic year 2013/14. Allocations for future funding in each local authority area are yet to be calculated.<sup>19</sup>

Further information on organisations and programmes supporting both primary and secondary school sport can be found via the DfE's web page.<sup>20</sup>

#### 1.5 The sporting legacy

In September 2012 The Government announced a ten point plan as part of a commitment to secure a lasting sporting legacy from the Olympic Games<sup>21</sup>. It included youth and school sport strategies and there was an undertaking to provide quarterly updates to the House on its delivery.

##### *Youth Sport Strategy (Whole Sport Plans)*

Also, through Sport England, we are investing £1 billion over the next five years in the youth sport strategy to encourage everyone, but particularly young people to take up sport and develop a sporting habit for life. This strategy will provide lottery and exchequer funding to: enable the sports' governing bodies to create more opportunities for everyone to participate in sport at least once a week; help local authorities improve sport provision; support local

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<sup>19</sup> HC Deb 9 Dec 2013 c78W

<sup>20</sup> [School PE and sport strategy](#), DfE

<sup>21</sup> [HC WMS 18 Sep 2012 c 36WS](#)

organisations, well-run clubs, voluntary groups and other partners such as the Dame Kelly Holmes Legacy Trust and Street Games; enhance sport provision at further education colleges and Universities; upgrade community sports facilities and invest in new facilities; enable schools to open up their sporting facilities for use by local communities; rolled out at least 6,000 partnerships between schools and local sports clubs by 2017.

#### *School Games*

We have introduced the school games programme, with sponsorship from Sainsbury's and HRH Prince Harry of Wales as president. Over half the schools in England are already taking part, including primary, secondary, special and independent schools

#### *PE*

PE and sport remains an integral part of the school curriculum. Nevertheless, we recognise that more needs to be done to ensure all our children have the chance to enjoy sport in school, to compete against their peers and to promote and celebrate sporting excellence at a young age.

The November 2013 it was announced that:

#### *PE/School Sport*

Sport England has provided additional funding to County Sport Partnerships to provide support and advice to schools on accessing the best sporting opportunities for their pupils.

A new cadre of 120 primary school teachers with a particular specialism in teaching PE is being trained through a pilot scheme delivered by the Teaching Agency. Sport England has lowered the ages of their Sportivate and Satellite Club programs from 14+ to 11+ giving all secondary school children more opportunities to participate in community sport.

Ofsted inspectors will report on how well the school uses its funding.<sup>22</sup>

In February 2014 it was announced that:

#### *Youth Sport Strategy*

There are now over 1,500 satellite clubs in secondary schools. One hundred and fifty of these are for girls only.

#### *School Games*

Some 16,491, or nearly 70% of all schools, are fully engaged in the programme. This is an increase of 7%. Some 2,343 schools have gained a school games kitemark with 260 of these achieving the highest "gold" award—an increase from 69 schools the previous year. Over 100 county festivals of sport took place during the summer and winter of 2013, involving more than 100,000 young participants.

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<sup>22</sup> HC Deb 05 Nov 2013 570 cc5-9WS

### *PE/School Sport*

Some £150 million per year of ring-fenced funding will now go directly to primary school head teachers to spend solely on PE and sporting provision. An extra year's funding was announced in the Chancellor's autumn statement bringing the total to £450 million over the next three years.

In addition, £18 million of lottery money will be used to help around 600 schools improve their outdoor sporting facilities.<sup>23</sup>

## **1.6 School playing fields**

From October 2013 new regulations were applied to the provision of outdoor space. Whereas the previous regulations<sup>24</sup> specified a minimum space for schools to sustain team games, depending on the number and age of pupils, the replacement regulations<sup>25</sup> only require that:

Suitable outdoor space must be provided in order to enable—

(a) physical education to be provided to pupils in accordance with the school curriculum; and .

(b) pupils to play outside.

Disposal of playing fields requires the consent of the Secretary of State on the condition that proceeds go toward sports or educational facilities.

The DfE document, *Land and property: Sale and protection of school land*,<sup>26</sup> updated in January 2014, sets out the relevant legislation and required procedure:

Local authorities wishing to dispose of school land previously required consent under Schedule 35A to the Education Act 1996. On 1 February 2012, Schedule 35A was repealed by Schedule 14 to the Education Act 2011.

Schedule 14 also substituted a new Schedule 1 to the Academies Act 2010 which extends the requirement to obtain Secretary of State consent to dispose of community school land to include all land in which a freehold or leasehold interest is held by the local authority and which has been used for any school (including any academy) in the last eight years. It also removes the disapplication of the requirement for Secretary of State consent in the case of a transfer to an academy for nil consideration.

It is under the new Schedule 1 to the Academies Act 2010 that applications for consent to dispose of local authority land must now be made. Further advice can be found in the guidance documents on this page.

Academy Trusts wishing to dispose of land for which they hold the freehold are required under the terms of their funding agreement, and under the new Schedule 1 to the Academies Act 2010, to seek the consent of the Secretary of State before making any disposal. They should do this through application to the Education Funding Agency.

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<sup>23</sup> HC Deb 13 Feb 2013 575 cc67-8WS

<sup>24</sup> [Schedule 2 of the Education \(School Premises\) Regulations 1999](#), SI 1999/2

<sup>25</sup> [The School Premises \(England\) Regulations 2012](#), SI 2012/1943

<sup>26</sup> [Land and property: Sale and protection of school land](#), DfE, 23 January 2014

The DfE's *Land and property: Decisions on disposal of school playing fields*<sup>27</sup>, updated in January 2014, explains the rules for disposal and the recent disposal rate.

It is not the government or the Department for Education that instigates the disposal of school playing fields. It is the schools themselves and their local authorities that propose to convert these often surplus or un-used fields to invest in school sport or education. Local authorities must consult widely prior to making an application. The government will only give local authorities and schools permission to dispose of school playing fields if the sports and curriculum needs of the school and its neighbouring schools can continue to be met. All proceeds of any sales must be put back into improving sports or educational facilities.

The number of disposals is falling. The government sanctioned the disposal of 57 playing fields from May 2010 to the end of October 2013, an average of 16 annually. The previous administration sanctioned the disposal of 242 playing fields from November 2001 (8.5 years), an average of 28 annually.

The government has introduced new legislation to remove the freedom for schools to build classrooms on playing field land. From February 2012 schools and local authorities – including local authorities holding land for academies - have had to seek permission from the Secretary of State for Education if they want to change the use of public playing fields by putting school buildings on them. Prior to 2012, a school could change the use of land in connection with education or recreation purposes without consent. We now require consent even where the buildings are being used for education or recreational purposes.

Schools and local authorities do not apply to sell playing fields, they seek consent from the Secretary of State to dispose. A disposal can include a lease of the playing fields to a third-party organisation with the fields, following investment and improvement, continuing to be used by the school. [...]

The rules setting minimum spaces required for games and the continuing loss of school playing fields through sale or redevelopment were debated in both Houses in November and December 2013.<sup>28</sup>

The Primary School Sports Facilities Fund is to be used to help create spaces for school sport through Sport England's Primary Spaces programme.<sup>29</sup>

## **2 Surveys and reports**

Commentary and debate on school sport has focussed mainly on the effect of the loss of SSP funding, the adequacy of the new funding arrangements for primary school sport and the emphasis on competitive school sport.

### **2.1 DCMS Taking Part Report**

In August 2013 DCMS published the results of *Taking Part*, a household survey in England, looking at participation in culture and sport. The key findings for school-aged children are as follows:

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<sup>27</sup> [Land and property: Decisions on disposal of school playing fields](#), DfE, 23 January 2014

<sup>28</sup> Children: Sport, HL Deb 12 Nov 2013 749 cc278-294GC; School Sport, HC Deb 05 Dec 2013 571 cc358-360WH

<sup>29</sup> [Primary Spaces, Sport England](#)

The latest data show that in the four weeks prior to being interviewed, 81 per cent of 5-10 year olds took part in sport outside of school and 95 per cent of 11-15 year olds took part in sport in or outside of school. These results have remained stable since 2008/09.

Amongst all children (5-15 year olds) the rate of those who had taken part in any sport in the 4 weeks before being interviewed decreased from 2008/09 (91%) to 2012/13 (88%)

In the week prior to being interviewed, 67 per cent of 5-10 year olds took part in sport outside of school and 89 per cent of 11-15 year olds took part in sport either in or outside of school. This represents a significant decrease since 2008/09 for 5-10 year olds from 75 per cent, but no significant change for 11-15 year olds.

Amongst 5-10 year olds, using the “sport in the last four weeks” measure there has been a decrease in the rate of those who had participated in rounders, gymnastics, those who did walking or hiking and angling or fishing since 2010/11, when the question was first asked.

For 11-15 year olds, using the “sport in the last four weeks” measure, there has been a significant increase since 2010/11 in the rate of those who had played cricket, dodgeball, rounders, tennis, table tennis, basketball, badminton and taken part in cross country, jogging or road running and athletics (track and field events, running races or jumping).

83 per cent of 5-15 year old children reported they had participated in some form of competitive sport in the last 12 months. 79 per cent had taken part in competitive sport in school, whilst 37 per cent had taken part outside of school. There have been no significant changes recorded in these figures since 2011/12, which was the first full year this question was asked.<sup>30</sup>

## **2.2 Education Committee Report on school sport and the Government’s response**

The Education Committee’s *School sport following London 2012: No more political football*<sup>31</sup> was published in July 2013.

The report’s summary emphasised the importance of school sport for education, health and society and expressed concern about the dangers of overemphasis on competitive sport, short-term policy and funding, staff training and accountability of schools for the use of the primary sport premium. The report made 24 recommendations.

The Committee’s press notice highlighted the following:

The report:

- Recommends that the Government sets out a plan for the sustained support and development of its school sports policy.
- Recommends that the Government devises a new strategy for school sports that builds on the many strengths of the school sport partnership model.
- Recommends that the Department for Education does more work to make its guidance on the effective use of the primary sport premium as practical and useable as possible.

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<sup>30</sup> *Taking Part 2012/13 Annual Child Report*, Statistical Release, August 2013

<sup>31</sup> Education Committee Third Report 2013-14, HC164

- Concludes that on its own, the primary sport premium is inadequate.
- Concludes that further action is needed to ensure that the 2012 legacy in schools benefits all children and lasts beyond the two years of the primary sports premium.
- Recommends that further accountability measures are needed to ensure that schools are delivering high quality sport for their pupils.<sup>32</sup>

In October the [Government response](#) was published.<sup>33</sup> It contained a response to the summary of the Committee's report:

The Government wants to ensure that all children have the opportunity to lead healthy, active lifestyles; to participate in and enjoy sport and physical activity both within and outside school; and to compete against their peers. These three objectives reflect a strong commitment from across Government, with the Department of Health and the Department of Culture, Media and Sport joining with the Department for Education to secure the greatest impact. Working across Government we have provided £300m of joint funding for primary school sport, increased the number of Change4Life clubs and increased access for older children to Satellite and Sportivate clubs.

We welcome the Committee's positive response to the retention of PE as a compulsory subject in the new national curriculum and to our emphasis on improving primary school PE and sport provision. That emphasis was identified throughout detailed discussion with schools, teachers, and sporting organisations prior to the Prime Minister's announcement in March of substantial cross-Government investment in PE and sport in primary schools.

We agree with the Committee's view that it is important to secure a lasting, sustainable legacy from the Olympic and Paralympic Games. Encouraging an enthusiasm for PE and sport early in life is key to an enduring healthy lifestyle. We believe that our focus on primary school children is therefore the right approach.

Sustainability and accountability are also addressed through the broader elements of the strategy: it is vitally important that the money committed is spent well. Through the conditions of grant, schools are required to publish online for parents the details of their full PE and sport offer and the impact upon pupil attainment. This will strengthen the ability of parents to hold their children's schools to account for the funding. The additional investment in primary school sport has also been ring-fenced, a unique position in school funding and one which demonstrates the importance we place on PE and sport in schools.

The role of Ofsted has also been strengthened. During our consultation prior to the March announcement, the consensus among the external sporting organisations was that the use of Ofsted in this role would send a clear message to schools. Ofsted has embraced the challenge of this new role: they have updated their Inspection Handbook to include specific reference to the additional funding, and have published a supporting note for Inspectors online, detailing the funding and effective ways schools may consider spending it.

I also agree with the Committee about the importance of ensuring that primary school head teachers have access to high quality advice to support best use of

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<sup>32</sup> [Report on school sport following London 2012: no more political football](#), 22 July 2013

<sup>33</sup> [School sport following London 2012: No more political football: Government Response](#) HC 723 2013-14

the new funding. The Department for Education's website includes a range of useful information, including: case studies showcasing excellent practice from some of the best-performing schools; domestic and international research material; detailed advice from professional sports organisations such as Sport England (SE), the Youth Sport Trust (YST) and the Association for Physical Education (afPE); and school offers from national governing bodies for a wide range of individual sports. We have continued to update the web material, recently adding additional case studies on PE and sport for pupils with special educational needs and disabilities, and more information from national governing bodies.

The Government agrees with the Committee's identification of the need for the impact of the additional funding to be sustainable. Following the Spending Review announcement we are now exploring how we might fund school sport in future years. Improving initial teacher training, placing greater emphasis on PE and sport so that pupils develop healthy lifestyles and the continuing professional development of established staff will be essential to the success of our investment.

The report and response were debated in a Westminster Hall debate on School Sport.<sup>34</sup> Issues debated included the cost-effectiveness of SSPs, the need for long term funding and appropriate training for teachers in its use, the duty on schools to provide adequate sport and PE and their accountability, the effect of a competitive focus, the adequacy of facilities, particularly for swimming, the protection of school playing fields, and the limited benefit of a small number of primary school specialists.

### **2.3 House of Lords Select Committee on Olympic and Paralympic Legacy Report**

The Select Committee on Olympic and Paralympic Legacy published *Keeping the flame alive: the Olympic and Paralympic Legacy* in November 2013<sup>35</sup>.

The summary comments on PE and school age children as follows:

The interaction between sports clubs and schools, as well as wider social infrastructure, is key to establishing life-long patterns of physical activity. We support the findings of a recent study by Baroness Grey-Thompson on sport in schools in Wales<sup>36</sup> and believe the principles underlying her findings should be applied throughout the United Kingdom.

In particular, PE needs a greater emphasis in the school day and that teachers, particularly in primary schools, need the training and skills to teach PE if we are to achieve meaningful progress. Improving PE is fundamental—where it starts and ends—and we call on the DfE and Ofsted to take more active roles in making this change happen.

Some of the report's conclusions and recommendations regarding school age sport are summarised below.

- School Sport Partnerships were not universally successful but did provide a shared infrastructure which should be maintained.

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<sup>34</sup> HC Deb 5 December 2013 : c 355WH

<sup>35</sup> Select Committee on Olympic and Paralympic Legacy, Report of Session 2013–14 HL Paper 78

<sup>36</sup> [Physical Literacy - an all Wales approach to increasing levels of physical activity for children and young people, The Schools and Physical Activity Task and Finish Group, June 2013](#)



- Ofsted should include time spent on PE in school inspections to ensure development of teachers and coaches and there should be a review of initial training for PE teachers.
- There should be cooperation between schools in developing and sharing facilities and Ofsted should monitor use of the Sport Premium to ensure this.
- Competition between schools and school age competition should be developed and expanded to include children with a limiting disability; however participation must be widened to include the greatest number of children by including other forms of physical activity.

## 2.4 Ofsted

In February 2013 Ofsted reported on PE in schools.<sup>37</sup> Some of the findings are shown below with the key recommendations.

The report found that PE is generally in good health. Considerable investment over the last decade has ensured PE is a central part of school life for pupils of all ages. However, in some schools Ofsted found there was not enough physical activity in PE lessons. In more than a quarter of schools, teaching did not improve pupils' physical fitness.

Today's report found there is more good and outstanding PE than at the time of the last Ofsted PE survey in 2008. However, sustaining this level of improvement will present a challenge against a backdrop of greater expectations following last summer's London Games.

The impact of the School Sports Partnership programme in maximising participation and increasing competition was clearly evident in the vast majority of schools visited. Ofsted recommends that the Department for Education introduces a new national strategy for PE and school sport that builds on the successes of these partnerships - enabling schools to make a major contribution to the legacy left by the 2012 Olympics.

The report also found very few schools had adapted PE programmes to suit the individual needs of overweight or obese pupils. There was little evidence of a coordinated approach to childhood obesity, even though almost 3 in 10 children between the ages of 2 – 15 are classed as obese according to NHS Information Centre figures.

Other key findings in the report include:

- one fifth of primary schools did not ensure that all pupils could swim before they left school
- only a minority of schools play competitive sport to a high level
- many primary school teachers lacked specialist knowledge of the teaching of PE
- most schools provided at least two hours of PE each week for pupils between the ages of 5 – 14.

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<sup>37</sup> Beyond 2012 – outstanding physical education for all. Physical education in schools 2008–12

## Key recommendations:

- The Department for Education should build on the improvements made to PE and harness the interest and momentum generated by the 2012 London Games by devising and implementing a new national strategy for PE and school sport.
- The Department for Education should ensure that those responsible for the initial training of primary teachers should provide them with sufficient subject knowledge to enable them to teach PE well.
- Teachers should improve pupils' fitness by keeping them physically active throughout all lessons and engaging them in regular, high intensity vigorous activity or sustained periods of time
- Teachers should raise their expectations of where more able pupils are capable of achieving and provide them with challenging, competitive activities that lead to high standards of performance.<sup>38</sup>

## 2.5 The Smith Institute

In May 2013 the Smith Institute published a report on school sport<sup>39</sup> based on an online survey.<sup>40</sup> It listed its key findings:

### **Falling participation since the loss of ring-fenced funding for School Sports Partnerships**

Over two thirds (68%) of School Games Organisers and School Sport Partnership staff surveyed reported a decrease in sports participation since ring-fenced funding ended in 2011.

A third of primary and secondary school teachers (34% and 35% respectively) reported that there had been a decrease in participation.

The main reasons mentioned for those who indicated decreased levels of participation were a lack of funding and as a consequence pressure on time. This was impacting the ability of schools to run sports clubs, competitions and events and therefore resulted in fewer opportunities for participation.

Those who were able to maintain or increase levels of participation cited longer working days, their school's commitment to sport and continued collaboration. There were concerns from some, however, about how sustainable this will be.

### **Old versus new funding system**

School Games Organisers and School Sport Partnership staff were asked whether they preferred the former system (ring-fenced funding of School Sport Partnerships) to the new one (PE Teacher Release, non-ringfenced funding for School Sport Partnerships and School Games):

- 88% stated the old system was better.

Teachers were asked about the impact of the change in the funding system on provision of PE and sport:

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<sup>38</sup> Ofsted Press release: [Not enough physical in physical education, 14 Feb 2013](#)

<sup>39</sup> [School sports participation and the Olympic legacy. A survey of teachers, school games organisers and school sport partnerships staff](#), May 2013

<sup>40</sup> 1,019 people were surveyed: 673 Primary school teachers, 225 Secondary school teachers, 121 SGO/SSP staff that work with a total of 3,617 schools.

- 36% of primary school teachers surveyed reported a worsening of sport in their school under the new system, 48% said it had stayed the same and 16% it had improved;
- 37% of secondary school teachers surveyed reported a worsening of sport in their school under the new system, 55% said it had stayed the same, and 8% said it had improved.
- A large number of respondents from schools thought that money earmarked for PE teacher release was actually being spent to that end. However, a significant number reported that only some or none of the money was being used to release teachers (68% and 58% of respective responses from primary and secondary school teachers).
- The results therefore suggest that there has been a significant loss of funding channelled into school sport.

### **School Games and School Sport Partnerships**

- Whilst a majority of teachers who responded to the survey are signed up for School Games a significant minority, especially those who were primary school teachers (42%), stated they were not.
- The majority of respondents reported that their School Sports Partnerships had remained in place after ring-fenced funding had ended: however, a significant minority of primary school teachers (28%) and secondary school teachers (34%) surveyed reported that they were no longer a part of a School Sport Partnership; and two thirds (64%) of School Games Organiser and School Sport Partnership staff who's SSP had continued reported that at least one school which previously was a member of the retained School Sport Partnership had left.
- Those schools who reported that they were registered for School Games were more likely to be part of a School Sport Partnership than the average.

### **Views on sport in schools**

- Over 90% believe that non-competitive physical activities must be encouraged alongside competitive activities.
- 97% agreed that schools should have a minimum target of two hours PE and Sport a week.
- 69% agreed that schools should be required to monitor participation and make the information available to parents.
- 95% agreed that physical activity improves educational attainment.
- Under half of respondents (47%) agreed that a strategy focused on competitive sport will inspire inactive children to engage in sport and PE.