

Schools in the School Sport Partnership Programme: PE, School Sports and Club Links Survey 2003-04

Susannah Quick and Suzanne Goddard
TNS Social Research

Research Report

No 581

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Appendix: Postal Questionnaire (*published separately on the DfES Research Website*)

1 EXECUTIVE SUMMARY

DfES commissioned TNS to conduct an audit among schools in the School Sport Partnership Programme (Partnership schools). The audit took place in two stages. The first stage involved Phase 1 schools and was conducted in October and November 2003, involving the participation of 1341 schools. The second stage involved schools from Phases 2, 3, 4, 5 and 7, together with subsequent joiners to Phase 1 partnerships ("Phase 1 expansion"), and was conducted during February and March 2004, involving the participation of 5206 schools.

Participation in school sport

- Overall, 62% of pupils in Partnership schools participated in at least two hours of PE and school sport in a typical week.
- This proportion varied from a low of 37% and 40% in Years 1 and 2 respectively, to a high of 86%, 85% and 80% in Years 7, 8 and 9 respectively.
- In terms of partnership Phase, results were broadly similar across all Phases, although results were slightly lower for the more recently established Phases - 7 (59%) and 1 expansion (52%). They were at their highest (between 63% and 68%) in the longer established Phases 2, 3, 4, 5, and 1 non-expansion.
- Across all year groups, pupils spent an average of 103 minutes participating in curriculum PE each week.
- This varies from a low of 96 minutes in Phase 1 expansion schools, to 105, 107 and 106 minutes in Phases 1 non-expansion, 2 and 3 respectively.

Participation in intra and inter-school competitive activities

- In a typical week, 22% of pupils were involved in *intra*-school competitive activities
- Almost all schools – 96% - held at least one sports day or equivalent event during the last academic year. This was consistent across all Phases.
- During the last academic year, a total of 33% of pupils from Years 4 to 11 in schools were involved in some form of *inter*-school competition.

Sports provision

- Each school provided an average of more than 14 different sports.

Club links

- Schools had club links for an average of about five different sports during the current academic year.

Community sports, dance and multi-skill clubs

- Across all year groups, an average of 19% of pupils participated in one or more community sports, dance or multi-skill clubs with links to the school during the last academic year.

Targeting of school sport opportunities

- Schools most commonly targeted school sport opportunities by age (75%), followed by gender (47%), gifted and talented (34%) and special educational needs (24%).

Gifted and talented pupils

- 3% of all pupils in Years 5 – 11 were currently registered as gifted and talented because of their ability in PE and/or school sport.
- By far the most common strategy used to meet the needs of such pupils was *mentoring* - used by 35% of schools. Individual education plans (22%) and flexible timetables (21%) were also quite common.

Staffing of PE and school sport

- Across all schools there was an average of 2.3 NGB qualified coaches helping to provide school sport in each school, and 1.7 helping to provide PE.

Sports volunteering and leadership

- Across Years 10 – 13, an average of 9% of all pupils were actively involved in sports volunteering and leadership during the current academic year.

2 INTRODUCTION

2.1 Background

PE and sport play an important role in school life, help raise standards, improve behaviour and health, increase attendance and develop social skills. Over £1 billion is being invested by the Government to transform PE, school sport and club links. An ambitious DfES/DCMS Public Service Agreement Target has been set to enhance the take up of sporting opportunities by 5 – 16 year olds. The aim is to have increased the percentage of school children who spend at least two hours each week on high quality PE and school sport, within and beyond the curriculum, to 75% by 2006.

The national PE, School Sport and Club Links strategy brings together eight distinct but interlinked strands. One of these is the School Sport Partnership Programme. This programme was established in 2000. It comprises ‘families’ of schools which are funded by the Government to come together to enhance sports opportunities for all children.

A typical partnership is made up of a Specialist Sports College acting as the hub of a family of schools, and 4 – 8 secondary schools each of which has about 5 primary or special schools clustered around it.

The programme funds dedicated staff at each school. An experienced teacher from the sports college is identified to support and manage the development of the partnership: this individual is called the Partnership Development Manager (PDM). Each secondary school appoints a School Sport Co-ordinator (SSCo). School Sports Co-ordinators are released from timetable for two days a week to co-ordinate and drive development in their school and their associated family of primary and special schools. The programme pays for additional teachers to be employed to fill the gaps created by releasing the School Sport Co-ordinators from the timetable.

Each primary or special school appoints a Primary Link Teacher (PLT) or Special School Link Teacher (SSLT) who are released from the timetable for an average of 12 days per year.

At the time of the survey, the partnerships involved in excess of 8,000 primary, secondary and special schools across England. Partnerships have been set up in six phases (1, 2, 3, 4, 5, and 7¹), as follows:

Phase number	Date started
Phase 1	September 2000 (with 'expansion' schools being added in September 2003)
Phase 2	April 2001
Phase 3	September 2001
Phase 4	April 2002
Phase 5	September 2002
Phase 7	September 2003

TNS, an independent research company, was commissioned by DfES to undertake an audit of the initiative. The audit took place in two distinct phases, the first covering the Phase 1 partnerships and the second covering partnerships from Phases 2 – 7, together with the expansion of Phase 1.

2.2 Objectives

The objectives of the research were to collect information to indicate:

- The proportion of pupils in School Sport Partnership Programme in England that were undertaking at least two hours of high quality PE and school sport within and beyond the curriculum.
- How the proportion varied by year group.
- How the proportion varied by type of school.
- What was the average curriculum time which pupils in School Sport Partnership Programme schools spent undertaking high quality PE and school sport.
- How the average varied by year group.
- How the average varied by type of school.

¹ There was no Phase 6

- How many pupils by year group were involved in intra school PE and sport competitive activities.
- What proportion of schools held a sports day or equivalent event.
- How many pupils, by year group, were involved in inter school competitions.
- What the range of sports offered by schools was.
- Whether the range of sports delivered was via a formal link between schools and clubs.
- How many pupils participated in clubs linked to the schools in the School Sport Partnership Programme.
- Whether out-of-school-hours activities were targeted at specific groups of pupils and what groups were targeted.
- How many pupils in schools were registered as gifted, talented or able because of their ability in PE and/or school sport.
- How many staff supported the provision of PE and school sport.
- How many pupils were actively involved in sports volunteering and leadership.

2.3 Methodological approach

The audit required schools to provide answers to 14 questions. These questions could either be answered on paper or via a dedicated website.

2.3.1 Phase 1 schools

The 1807 Phase 1 schools were initially sent a survey pack between 1st and 3rd October 2003, comprising instructions, a questionnaire and a reply paid envelope. In the instructions schools were informed that they should ideally complete the questionnaire over the web, but that a paper copy of the questionnaire had also been sent in case they could not do this. A deadline for submissions of 13th November was given. Copies of the survey materials were also sent to PDMs.

Shortly before the deadline, those schools which had not yet submitted their data were sent a reminder letter, and a further copy of the survey materials. Once the published deadline of 13th November had passed, PDMs were contacted with lists of schools which had not yet responded, and were asked whether they wanted to chase up schools themselves, or whether they would like TNS to do so. Most PDMs chose

the former option. A revised and final deadline of 1pm on Monday 24th November was given.

By the final deadline, a total of 1341 usable responses had been received, as follows:

- 594 on the web
- 747 on paper

This represents an overall response rate of 74%.

2.3.2 Phase 2 – 7 schools

Following on from the audit experiences of Phase 1 schools, and in particular feedback received from PDMs, two different data collection approaches were developed for the audit of schools in Phases 2 – 7. Each PDM was offered the choice of either the 'PDM Model' or the 'Schools Model', as follows:

- The **PDM Model** involved PDMs having a much greater level of responsibility for data collection in their partnership. They were sent questionnaires in bulk for distribution to their schools, and were then asked to take responsibility for tracking responses, and ensuring that questionnaires were returned to TNS.
- The **Schools Model** was identical to the approach used for Phase 1 schools, as described above.

Of the total of 190 Phase 2 – 7 partnerships, 88 opted for the PDM Model of data collection, and 102 opted for the Schools Model. The latter group includes a small number of PDMs who did not take the opportunity to make a choice.

For Phase 2 – 7 partnerships, packs were sent out on 23rd January 2004, and an initial deadline for submissions of 25th February 2004 was given. At the reminder stage, a revised and final deadline of 12th March 2004 was given.

As already noted, for Phase 1 schools respondents were asked, where possible, to complete the questionnaire over the web. However, for Phase 2 – 7 schools,

respondents were given a free choice of either completing the questionnaire over the web or on paper.

By the final deadline a total of 5,206 usable responses had been received from the total of 6298 Phase 2 – 7 schools, as follows:

- 1002 on the web
- 4204 on paper

This represents a response rate of 83% amongst Phase 2 – 7 schools.

This means that taking the two stages of research together, a total of 6,547 completed responses were received from 8,105 eligible schools. This represents an overall response rate of 81%. This is a high and very encouraging response rate, which means that we can be confident that the data we have collected is representative of all Partnership schools.

2.4 Reporting

This report covers all schools from Phases 1, 2, 3, 4, 5 and 7 which returned a completed questionnaire by the deadline.

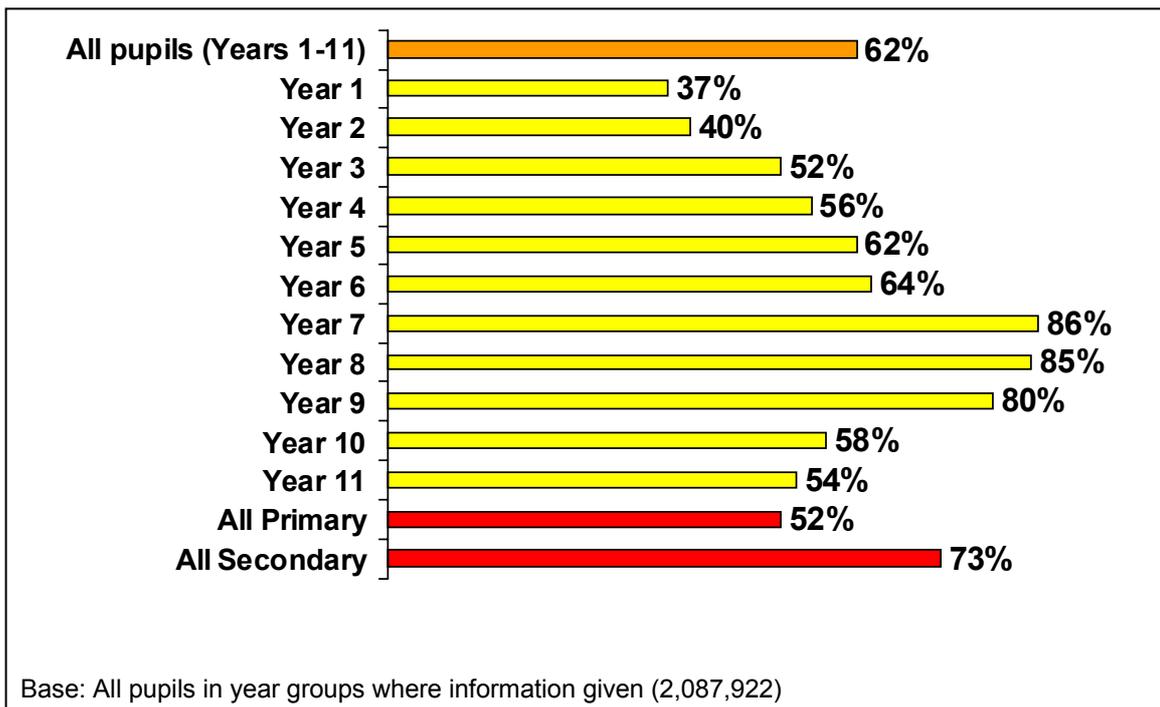
The figures shown in the text and charts in this report have been rounded to the nearest percentage point.

3 PARTICIPATION IN SCHOOL SPORT

Schools were asked to submit figures to indicate the number of pupils in each year group who participated in at least two hours of high quality PE and school sport in a typical week.

Overall, 62% of pupils participated in at least two hours of PE and school sport. This proportion varied quite considerably across the year groups, from a low of 37% to a high of 86%. Specifically, those in the very youngest year groups (Years 1 and 2) were the *least* likely to participate in at least two hours PE/school sport, while those in Years 7, 8 and 9 were the *most* likely to be taking part in PE/school sport. It is, however, apparent that after Year 9 the proportion participating reduced quite considerably in Years 10 and 11.

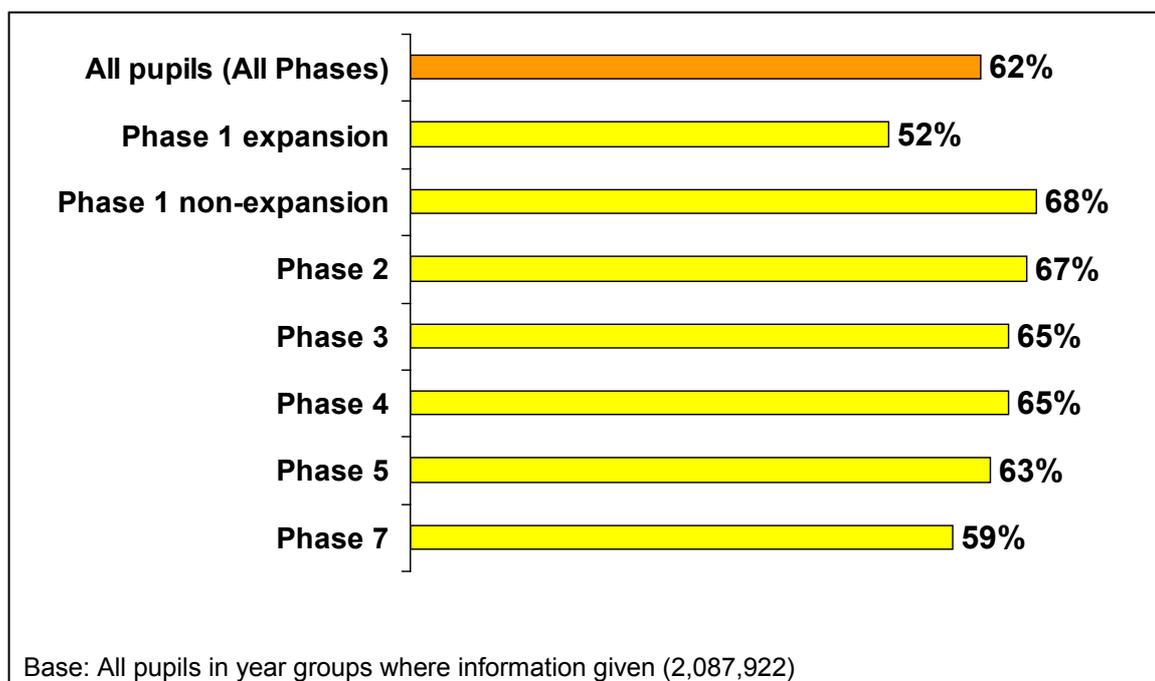
Figure 1: % of pupils who participate in at least two hours of high quality PE and school sport in a typical week (analysed by Year group)



The following chart shows the same results, but this time analysed by partnership Phase. It shows that levels of participation were broadly similar across all six Phases, but were slightly lower for the more recent Phases – Phase 7 (59%) and

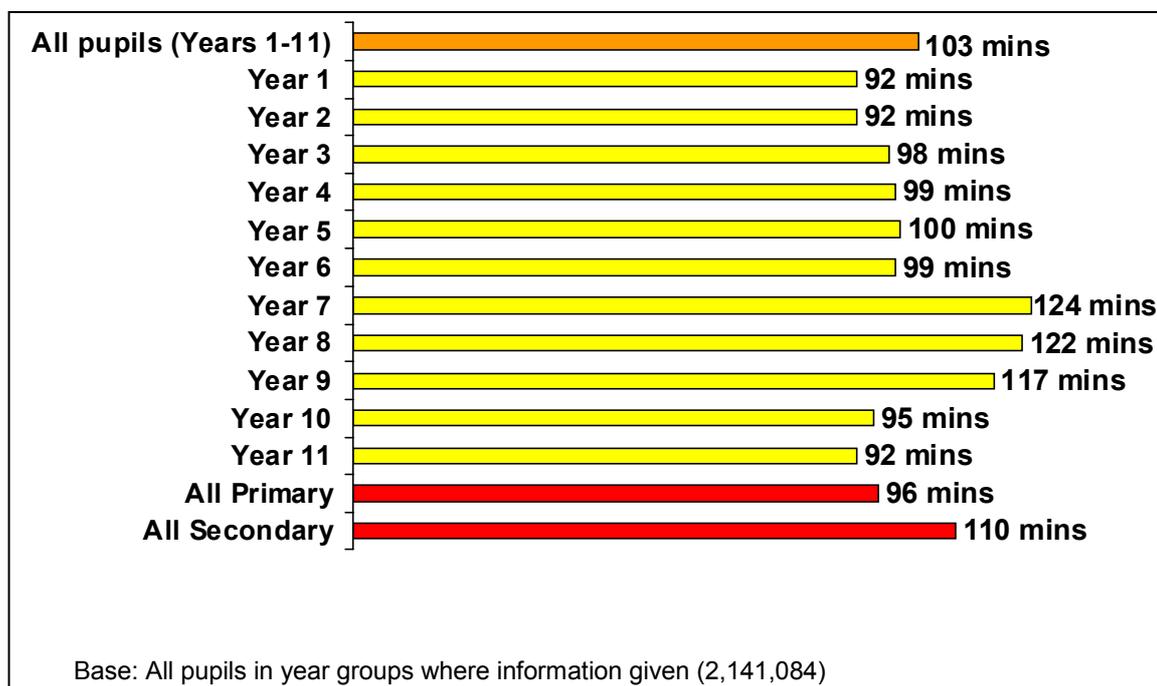
Phase 1 expansion (52%). The highest levels were achieved by the longest established partnerships – Phase 1 non-expansion (68%) and Phase 2 (67%).

Figure 2: % of pupils who participated in at least two hours of high quality PE and school sport in a typical week (analysed by partnership phase)



In addition to information about numbers of pupils participating in PE and school sport, schools were also required to submit information about the total curriculum time that all pupils spend taking part in PE in a typical week. These results are presented in the form of average numbers of minutes for each year group.

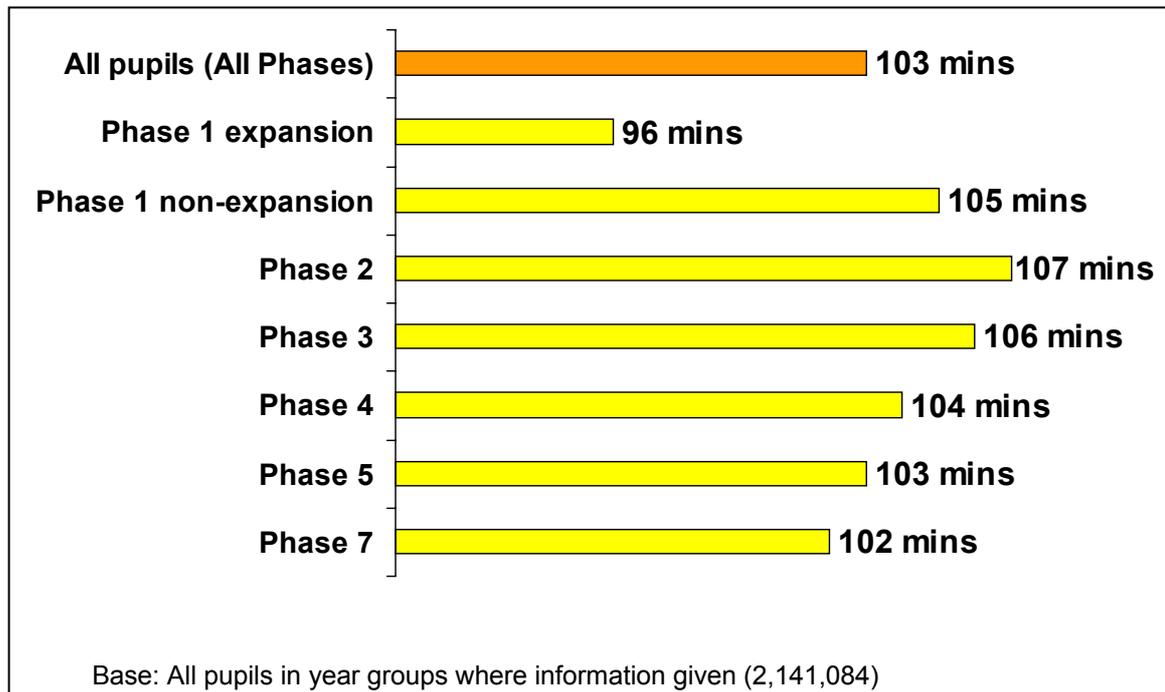
Figure 3: Total curriculum time that all pupils in each year group spent taking part in PE in a typical week (average)



Across all year groups, pupils spent an average of 103 minutes participating in curriculum PE in a typical week. The pattern varied by year group in the same way that it varied for the percentage of pupils participating in at least two hours of PE and school sport. Therefore, those in Years 1 and 2 received an average of about 92 minutes curriculum time PE in a typical week, rising to a peak of 124 minutes for Year 7, 122 minutes for Year 8 and 117 minutes for Year 9.

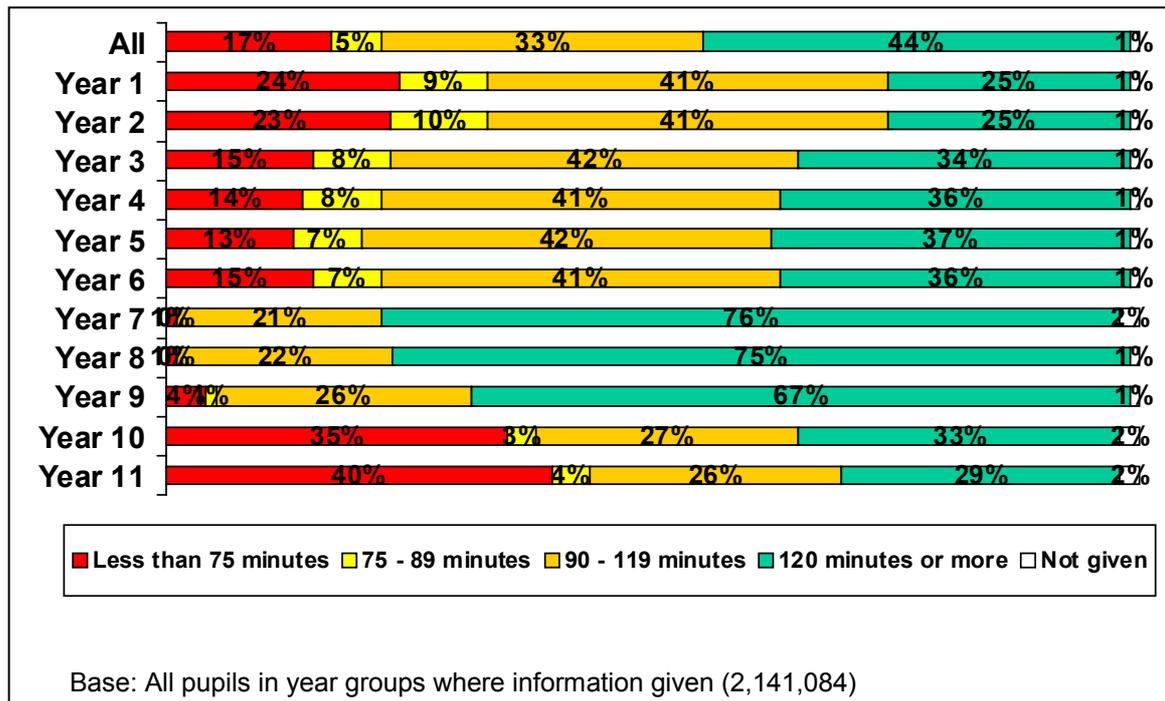
Again the amount of time spent by pupils participating in PE in a typical week is fairly similar across all Phases of the School Sport Partnership Programme, although at its highest amongst Phase 2 and 3 schools, and also amongst Phase 1 non-expansion schools. It is at its lowest (96 mins) amongst Phase 1 expansion schools.

Figure 4: Total curriculum time that all pupils in each year group spent taking part in PE in a typical week (analysed by partnership Phase)



The next chart gives further detail of the curriculum time that pupils spent taking part in PE, analysed by Year group. Overall, looking across all year groups, 17% of pupils took part in less than 75 minutes of curriculum PE in a typical week, 5% take part in 75 – 89 minutes, 33% took part in 90 – 119 minutes, and 44% participated in at least 120 minutes of curriculum PE.

Figure 5: Total curriculum time that all pupils in each year group spent taking part in PE in a typical week (ranges)



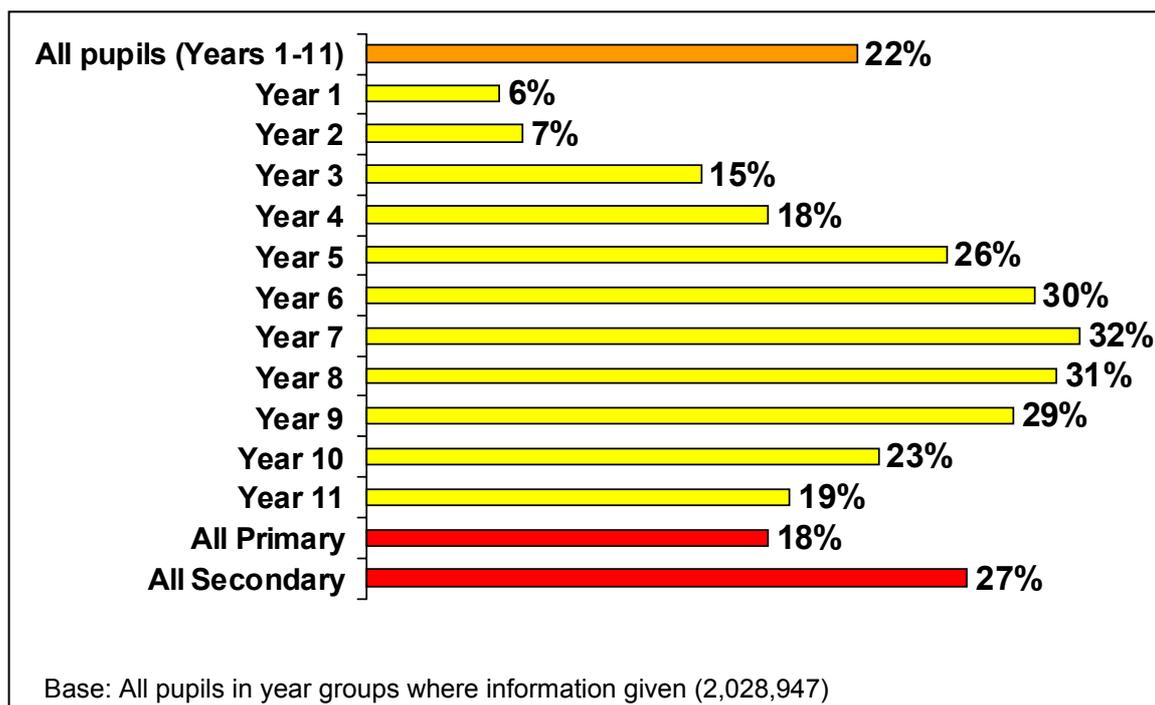
4 PARTICIPATION IN INTRA AND INTER-SCHOOL COMPETITIVE ACTIVITIES

4.1 Intra-school competitive activities

In a typical week, 22% of pupils were involved in intra-school competitive activities. Pupils in Year 5 (26%), Year 6 (30%), Year 7 (32%), Year 8 (31%) and Year 9 (29%) were most likely to take part in such events. Only very small proportions of pupils in Year 1 (6%) and Year 2 (7%) were involved in intra-school activities.

This picture was again fairly consistent across Phases, with schools in Phase 1 – non expansion, Phase 2 and Phase 3 reporting the highest proportions of pupils with involvement in intra-school competitive activities (24%, 26% and 25% respectively).

Figure 6: % of pupils involved in intra-school competitive activities in a typical week



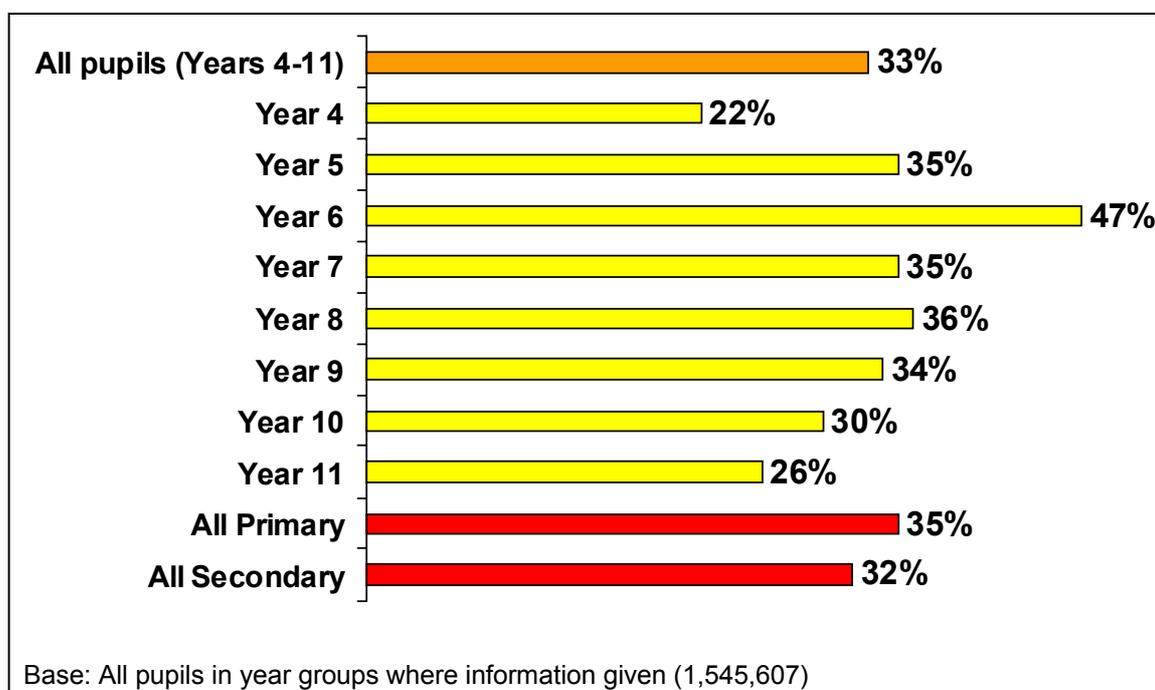
It is very encouraging to see that almost all schools – 96% - indicated that they held at least one school sports day or equivalent event during the last academic year. This high level was achieved across all Phases – with between 94% and 97% of schools in each Phase reporting that they had held at least one school sports day in the last academic year.

4.2 Inter-school competition

During the *last academic year*, a total of 33% of pupils from Years 4 to 11 in schools were involved in some form of inter-school competition. Inter-school competition was most likely to take place among pupils from Year 6 – 47% of pupils in this Year had participated. Involvement in inter-school competition was at its lowest in Years 4, 10 and 11.

For each of the Phases, between 32% and 37% of pupils in Years 4 to 11 had participated in some form of inter-school competition.

Figure 7: % of pupils involved in inter-school competition during the last academic year



5 SPORTS PROVISION

Schools were asked to indicate the range of sports activities they provided during the current academic year. An average of more than 14 different sports were provided in each school. In secondary schools the average number given was 19, and in primary schools it was 13.

Across partnership Phases, the average number of sports provided ranged from 13 in Phase 1 expansion schools to 16 in Phase 2 schools.

The most widely available sports were football (97%), dance (94%), gymnastics (94%), athletics (90%), rounders (86%), cricket (85%), swimming (84%) and netball (84%).

Figure 8: Sports and activities provided during current academic year

	%		%
Football	97	Softball	16
Dance	94	Golf	14
Gymnastics	94	Rugby league	12
Athletics	90	Judo	8
Rounders	86	Sailing	8
Cricket	85	Mountaineering	7
Swimming	84	Archery	7
Netball	84	Squash	5
Hockey	77	Boccia	5
Tennis	70	Lacrosse	4
Outdoors/advent.	68	Karate	4
Rugby union	67	Martial arts	4
Basketball	65	Equestrian	3
Fitness	58	Rowing	2
Orienteering	46	Bowls	2
Badminton	31	Goalball	2
Volleyball	27	Angling	1
Table tennis	26	Boxing	1
Multi-skill clubs	26	Skateboarding	1
Cycling	21	Triathlon	1
Canoeing	17	Kabaddi	*
Base: All schools (6,547)		* = Less than 0.5%	

6 CLUB LINKS

Schools had club links for an average of about five different sports during the current academic year. The average number for primary schools was about four, and for secondary schools, about ten. The number varied a little between the different Phases, with Phase 2 achieving the highest average number at 6.5, and Phase 7 and Phase 1 expansion achieving the lowest average numbers at 4.4 and 3.8 respectively.

The most common sports for which there were club links were football (73% of all schools), cricket (45%), rugby union (39%), athletics (32%), dance (28%), tennis (27%) and basketball (27%).

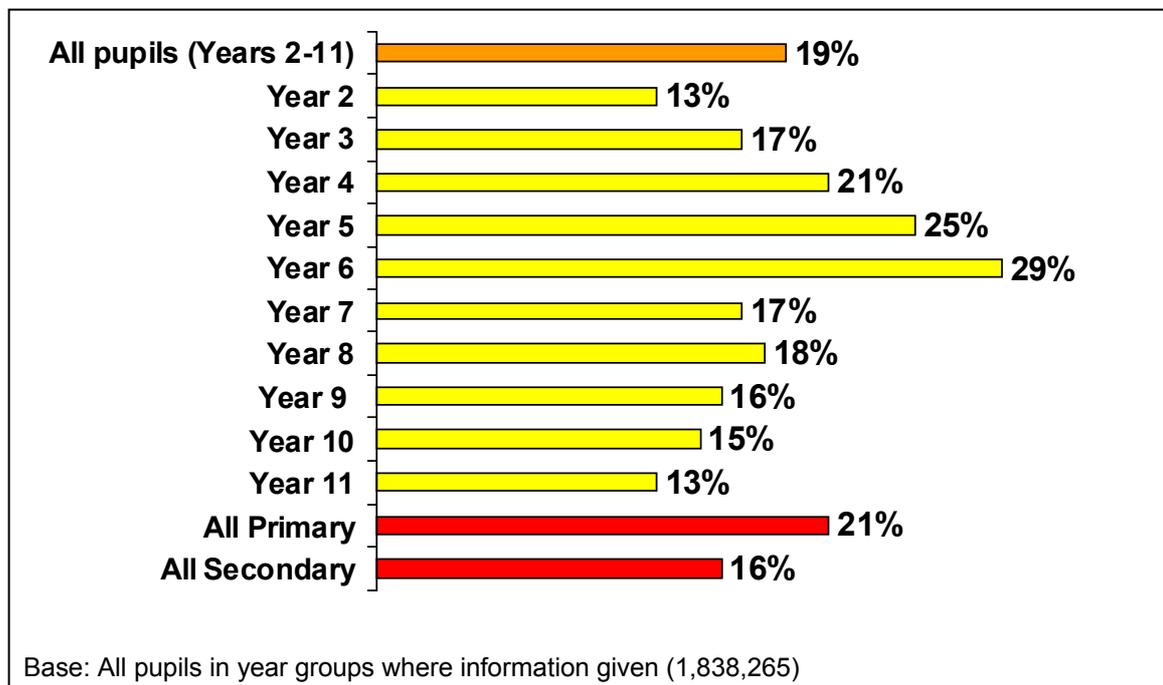
Figure 9: Club links during current academic year

	%		%
Football	73	Martial arts	6
Cricket	45	Rounders	5
Rugby union	39	Orienteering	5
Athletics	32	Canoeing	5
Dance	28	Mountaineering	4
Tennis	27	Cycling	4
Basketball	27	Squash	3
Swimming	26	Volleyball	3
Netball	26	Archery	2
Gymnastics	24	Equestrian	2
Hockey	20	Rowing	2
Fitness	11	Bowls	1
Rugby league	10	Boccia	1
Badminton	10	Lacrosse	1
Golf	9	Angling	1
Outdoors/advent.	9	Boxing	1
Table tennis	8	Skateboarding	1
Judo	8	Triathlon	1
Sailing	8	Kabaddi	*
Multi-skill clubs	7	Goalball	*
Karate	7	Softball	*
		* = Less than 0.5%	
Base: All schools (6,547)			

7. COMMUNITY SPORTS, DANCE AND MULTI-SKILL CLUBS

Across all year groups, an average of 19% of pupils participated in one or more community sports, dance or multi-skill clubs with links to the school during the last academic year. This proportion is very much higher in Years 5 and 6: in these years at least one in four pupils have participated in such activities. Results were similar across all partnership Phases, with each Phase reporting between 15% and 21% of pupils participating.

Figure 10: % of pupils participating in community sports, dance or multi-skill clubs with links to school during last academic year

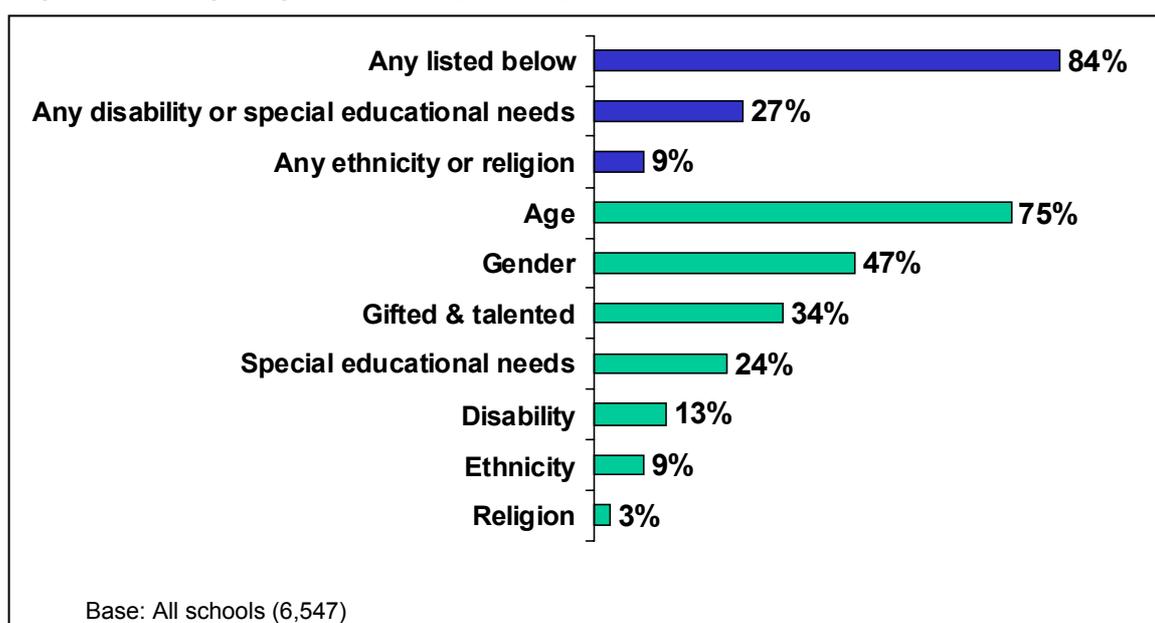


8 TARGETING OF SCHOOL SPORT OPPORTUNITIES

Schools were asked about the targeting of school sport opportunities by indicating which of seven different criteria they were currently targeting by;

- age
- disability
- ethnicity
- gender
- gifted and talented
- religion
- special educational needs

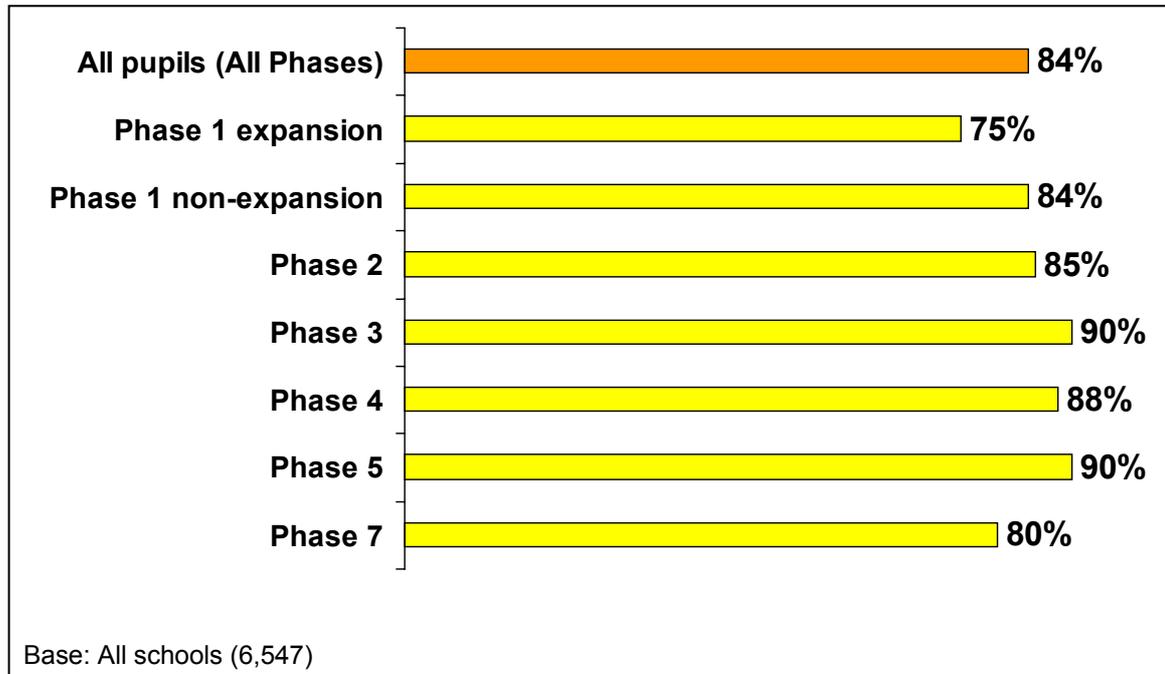
Figure 11: Targeting of school sport opportunities



Overall, 84% of schools indicated that they targeted school sport opportunities by at least one of the above criteria, and on average schools targeted using two of the listed factors. Schools most commonly targeted by age – 75% indicated that this was the case, which represents a much higher proportion than for any of the other criteria. This was then followed by gender (47%), gifted and talented (34%) and special educational needs (24%).

There was a slight tendency for those in the most established partnerships to be more likely to target school sport opportunities than was the case for the more newly established partnerships, as shown in the chart below.

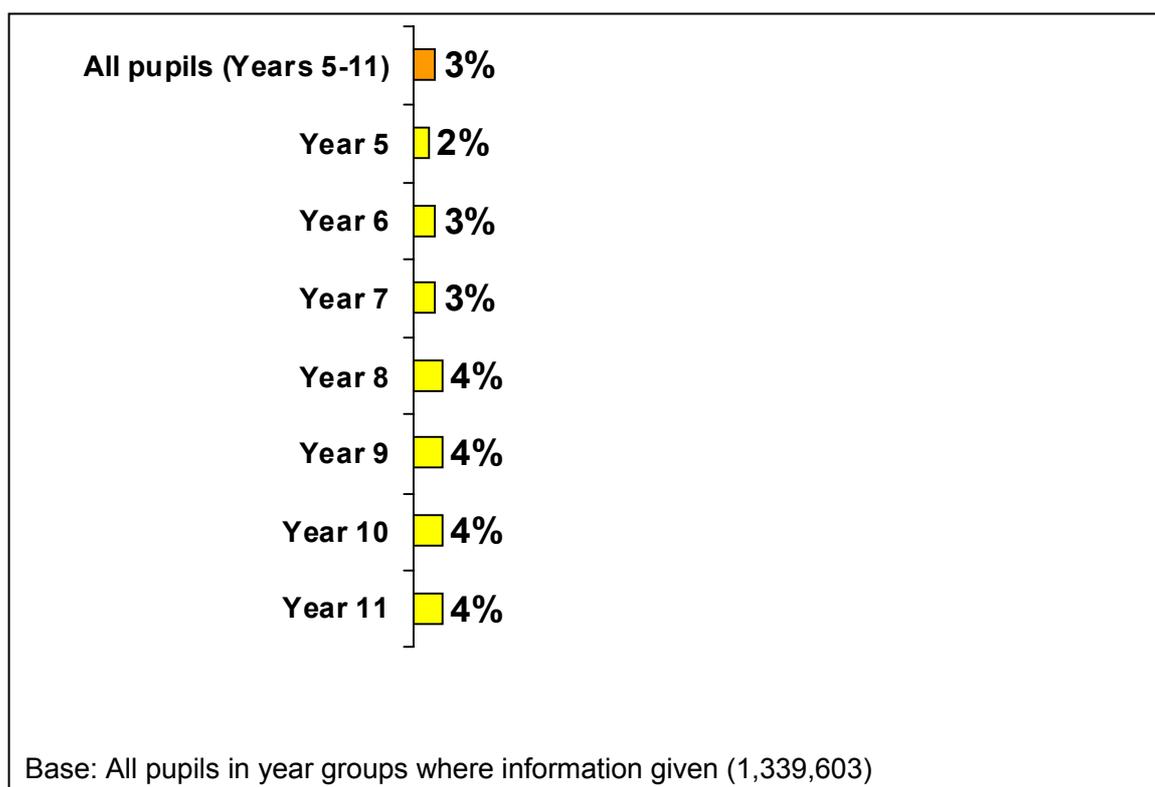
Figure 12: Targeting of school sport opportunities by at least one factor (analysed by Phase)



9 GIFTED AND TALENTED PUPILS

For Years 5 – 11, schools were asked to provide information about the numbers of pupils in each year who were currently registered as gifted and talented because of their ability in PE and/or school sport.

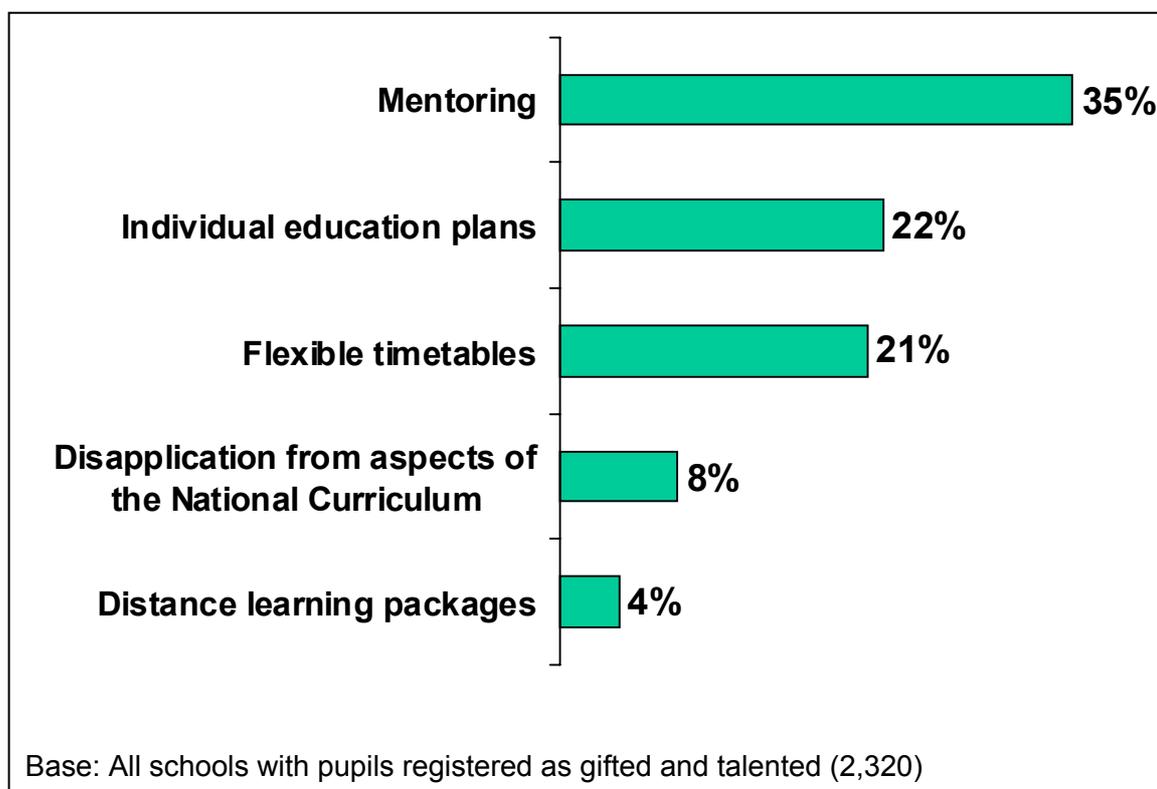
Figure 13: % of pupils currently registered as gifted and talented because of their ability in PE and/or school sport



3% of all pupils in Years 5 – 11 were currently registered as gifted and talented because of their ability in PE and/or school sport. Looking at individual year groups, the proportion was always similar, with between 2% and 4% being registered. Across Phases, the proportion was always either 3% or 4%.

35% of all schools had at least one pupil registered as gifted and talented because of their ability in PE and/or school sport. These schools were asked to indicate which of five strategies they were using to meet the needs of pupils registered as gifted and talented.

Figure 14: Strategies used to meet the needs of pupils registered as gifted and talented because of their ability in PE and/or school sport



By far the most common strategy used was mentoring – 35% of schools with pupils registered as gifted and talented indicated that they used this approach. Individual education plans (22%) and flexible timetables (21%) were also quite common. However, few schools used disapplication from aspects of the national curriculum or distance learning packages as a strategy to meet the needs of pupils registered as gifted and talented.

10 STAFFING OF PE AND SCHOOL SPORT

Schools were asked to provide information about the numbers of staff who help provide PE and school sport who are:

- NGB qualified coaches
- Teaching assistants
- Sports technicians
- Higher level teaching assistants
- Midday supervisors

Figure 15: Numbers of staff that helped provide PE and school sport: averages per school

	PE	School Sport
NGB qualified coaches	1.7	2.3
Teaching assistants	2.0	1.1
Sports technicians	0.1	0.1
Higher level teaching assistants	0.1	0.1
Midday supervisors	0.5	0.6

Base: All schools providing data (6,507)

Across all schools, there was an average of 2.3 NGB qualified coaches helping to provide school sport in each school, and 1.7 helping to provide PE. An average of two teaching assistants helped to provide PE – a higher number than was the case for school sport (1.1).

The chart below shows the *actual* numbers of staff assisting in the delivery of PE and school sport. The left hand columns show the total numbers recorded in the survey. In the right hand columns these figures have been grossed up to represent estimates of the numbers of such staff involved in *all* Partnership schools.

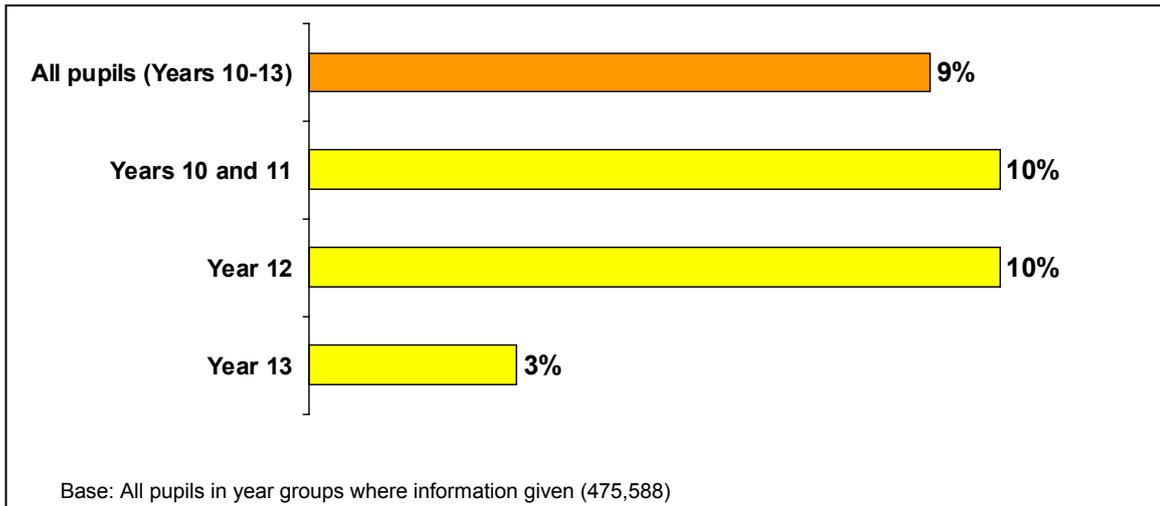
Figure 16: Numbers of staff that help provide PE and school sport: total numbers

	Totals from survey			Grossed up to represent all School Sport Partnership Programme schools		
	All	Primary	Secondary	All	Primary	Secondary
PE						
NGB qualified coaches	10,924	6,608	3,732	13,523	8,180	4,620
Teaching assistants	12,848	8,821	882	15,905	10,920	1,092
Sports technicians	885	668	172	1,096	827	213
Higher level teaching assistants	802	526	52	993	651	64
Midday supervisors	3,468	3,218	35	4,293	3,984	43
School sport						
NGB qualified coaches	15,033	9,306	5,092	18,610	11,520	6,304
Teaching assistants	7,109	4,628	661	8,800	5,729	818
Sports technicians	909	678	198	1,125	839	245
Higher level teaching assistants	504	305	59	624	378	73
Midday supervisors	3,572	3,202	61	4,422	3,964	76

11. SPORTS VOLUNTEERING AND LEADERSHIP

Schools with pupils in Years 10 - 13 were asked to provide information about the numbers of pupils who were actively involved in sports volunteering and leadership during the current academic year.

Figure 17: % of pupils actively involved in sports volunteering and leadership during the current academic year



Across Years 10 – 13, an average of 9% of all pupils were actively involved in sports volunteering and leadership during the current academic year. This proportion was very similar in Years 10, 11 and 12, but then dropped substantially to just 3% in Year 13. In terms of Phases, there was quite considerable variation in the levels of involvement in sports volunteering and leadership. In Phase 1 non expansion schools 15% of pupils were involved. However, the relevant proportion in Phase 7 and Phase 1 non-expansion schools was just half of this – 7% and 6% respectively.

The chart overleaf shows the *actual numbers* of pupils involved in sports volunteering and leadership - firstly, as recorded in the survey, and secondly, grossed up to represent estimates for *all* schools.

Figure 18: Pupils actively involved in sports volunteering and leadership during the current academic year – actual numbers

	From Survey	Grossed up to represent all School Sport Partnership Programme schools
All pupils	44,624	52,241
Year 10 or 11	37,948	46,976
Year 12	5,338	6,608
Year 13	1,338	1,656

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