

SPORT IN SCHOOLS

**A Review by a Select Committee
appointed by the
Education and Libraries
Policy Overview Committee**

Part II

Chairman: Mr M Dance



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1. INTRODUCTION

Executive Summary

For some of us, sport is a consuming passion as we watch the progress of our team. For all of us it is a pleasant and essential way to lighten our mood and maintain our health. Enjoyment in physical activity starts when we are children and love to play, and there has been a strong tradition of encouraging children to play school sports as the first step to a lifelong interest or to success as an athlete. But sport in schools became the Cinderella of the curriculum when the pressure of league tables pushed schools into achieving higher academic results and the national curriculum squeezed timetables. The amount of PE and sport in schools declined.

Within the last five years, increasing amounts of public money have been invested in sport in Great Britain. The aims are two fold: to improve the health of the nation and to secure international sporting success. There is a comprehensive structure, starting at birth and stretching to old age, to achieve this. Not least are the initiatives to improve the quality and amount of sport in schools.

This select committee looked at the existing structure of sport in schools in the context of Kent's schools and how they are organised. Through sessions with witnesses we learnt the advantages and difficulties of working in new ways. From primary through to secondary, a child's experience of school sport still depends on whether they have the good fortune to meet enthusiastic teachers and attend a school with adequate facilities where sport is treated as a high priority.

We found the world of sports organisations surprisingly complex, with new structures overlaying old ones which still remained in place. Despite large amounts of investment at national level, we learned that school children and their families still felt that sports kit and healthy school food was too expensive. There is still a long way to go before all schools and the wider community appreciate the importance of building good habits of physical activity for all children. This is because the best practice in new initiatives has yet to spread across the county. Where new structures are in place they are making an impact, but it could be 2010 before all Kent children feel the benefit.

The concluding recommendation is the most challenging. Schools are asked to provide opportunities for sport or physical activity for four hours a week in or outside the school day – double the current target. This is achievable, given the levels of enthusiasm and commitment shown from everyone involved in sport, and will improve the health of Kent children now and for the future.

THE SELECT COMMITTEE

Education and Libraries Policy Overview Committee, at its meeting on 6 April 2004, agreed the establishment appointed a Select Committee to explore the role of PE and sport in Schools.

The Select Committee is made up of seven Members of the County Council, four Conservative, two Labour and one Liberal Democrat. They are:

Mr. Mark Dance (Chairman)	Mr. Alan Chell
Mr. Ronnie Norman	Mr. Keith Sansum
Mrs. Valerie Dagger	Mr. Ray Parker
Mr. John Frisby	

The terms of Reference for this Select Committee Topic Review are:

To look at the role of PE and Sport in Schools in:

- Identifying every child's physical and sporting ability
- Providing the best opportunities to achieve excellence in sport
- Encouraging enthusiasm to participate in sport
- Achieving fitness for a healthy life

The scope of the review is thus broad enough to cover every aspect of PE and Sport in schools, but does not address pre statutory school age or higher and further education.

A full list of witnesses seen, visits made, and written evidence obtained is shown in Appendix 1

A Glossary of terms is shown in Appendix 2, but it is important to define at the outset what is meant by 'sport'. This definition of sport, written by the Council of Europe, is used throughout Government policy documents and is also used by KCC's Sport Development Unit in its strategy:

'All forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and well-being, forming social relationships, or obtaining results in competition at all levels'.¹

This definition has therefore been adopted as the one used throughout this report.

Additionally, Physical Education (PE) has been interpreted as the programme of study that schools offer in PE lessons, whereas school sport has been interpreted as physical activity, dance and sport that takes place outside PE lessons but is still organised by the school.

¹ Council of Europe, European Sports Charter, 1993

2. RECOMMENDATIONS

TO IDENTIFY EVERY CHILD'S PHYSICAL AND SPORTING ABILITY:

- 1. The PE and sports training should to be offered to all teachers as part of their initial training and their continuous professional development**
- 2. The LEA should offer access to coaching courses for governors, parents and young people as well as teachers.**
- 3. School clusters and School Sports Partnerships should be co-terminus as soon as possible.**
- 4. The programme for all schools to be included in a sports partnership should be completed as soon as possible, and sooner than currently planned.**
- 5. The LEA should encourage Advanced Skills Teachers to specialise in Sport.**
- 6. The LEA must provide information to schools, through the clusters, which provides clarity on the defined roles of School Sport Partnerships, the Sports Development Unit and the PE Advisory service and their responsibility to promote participation in sport.**
- 7. The committee strongly recommends that sport in schools should always be included on cluster boards' agendas.**
- 8. Schools within the same cluster should be encouraged to co-ordinate their timetable by year group so they can compete against others and co-ordinate the use of shared resources. (Swimming pool, health club, club facilities, transport etc.)**
- 9. An "Activity Passport" should be introduced for each child, recording details of their sporting abilities and activities both in and out of school. This document will become part of a standard transition document to be used on transfer from primary to secondary school.**
- 10. The LEA should strongly encourage schools to listen to their pupils' sporting and activity preferences and widen the choice of activities on offer, particularly at age 14+ to increase participation to develop fitness and/or competition.**
- 11. Head Teachers should consider introducing flexibility in the way in which PE teachers are employed i.e. either have a later start and finish time or flexi hours.**
- 12. As part of the "extended schools" concept all schools across Kent, including the independent sector, should be encouraged to make a commitment to share facilities and expertise to increase participation.**
- 13. The collection of baseline activity levels of children's exercise should be continued and extended across the county.**

TO PROVIDE THE BEST OPPORTUNITIES TO ACHIEVE EXCELLENCE IN SPORT

- 14. All schools should be encouraged to include sporting, as well as academic talent, on their Gifted and Talented register.**
- 15. KCC should press government to remove the requirement to achieve 25% A*- Cs at GCSE before applying for Specialist sports college status, as this discriminates against Kent's High Schools.**

ENCOURAGE ENTHUSIASM TO PARTICIPATE IN SPORT

- 16. KCC should show that current national and sport specific structures do not maximise participation and urge the government to simplify the structure to enable funding to reach grass roots athletes.**
- 17. The LEA must maximise funding through sponsorship, Private Finance Initiatives, match funding, funding for small projects, etc. in order to increase participation.**
- 18. The LEA should contact county and National Governing Bodies of sport and schools' sports associations to discuss ways of improving relationships and coaching standards.**
- 19. The LEA should increase the variety of activities, skill levels, shared facilities and involvement in the community, especially outside school hours and in school holidays by strengthening links with local sports clubs**
- 20. As School Sports Partnerships develop, they should work with the Community Development Unit to increase the diversity and extent of community and sports use by encouraging and measuring the levels of use of, shared school and sports clubs facilities**

ACHIEVE FITNESS FOR A HEALTHY LIFE

- 21. Achieving fitness for a healthy life can only be achieved if young people continue to remain active by playing sport or taking part in exercise activities after they leave school, and as adults, are fully involved and understand the importance of exercise and healthy food.**
 - a. The Sports Development should make every effort to extend participation recorded in the Activity Passport by either direct activity or coaching activities.**
 - b. The Health and Education partnership should be requested to advise on healthy eating in secondary schools.**
- 22. The LEA should encourage the development of the National Coaching Certificate and the establishment of coaching as a professional, structured career.**

CONCLUSION

- 23. The Public Service Agreement targets two hours per week of PE and sport. In addition the LEA should challenge all schools to arrange for all pupils to participate in sport or physical activity for a further two hours a week in or outside the school day.**

3. STRATEGIC CONTEXT

There are three strands to the strategic context for Kent:

- The value of sport and the Health Agenda
- National policies on improving sporting prowess
- Kent strategies and structures

The Department of Health, faced with increasing demands on its resources, commissioned Derek Wanless² to report on the way forward to improve the health of the nation. The report 'Securing Good Health for the Whole Population'³ recommended that the NHS should shift its focus from a national sickness service, which treats disease, to a national health service which focuses on preventing it. Some of the biggest increases in demand on health services are huge rises in diabetes and other diseases related to inactivity, and this has inspired research in how to combat this with preventative measures rather than curative. One of the ways to achieve this is an approach to public health which starts with the family. Childhood experiences have a lifetime impact on health, with eating patterns and exercise habits formed in childhood conditioning adult behaviour.

This report recommended a key role for Government in ensuring that the public has proper, evidence based information on which to take decisions regarding their health. To respond to this, the Department of Health published '**At least five a week**'⁴ which provided evidence on the impact of physical activity and its relationship to health.

At the same time, the lack of success in international competitions inspired the Department of Culture, Media and Sport to set out its policy for reforming government funding for sport. Its policy document '**Game Plan**' sets out how sport will be reformed.

The third strand is the structure of Kent County Council's strategy for delivering its responsibilities within these government structures, achieving its public service agreement targets⁵ and fulfilling the vision for Kent through the 'Next Four Years' document.

3.1. The value of sport

3.1.1. For some time health research has shown two things:

- The populace, including school children, is becoming less active
- There is a growth in disease related to inactivity:

The Department of Health's report, 'At least five a week' maintains that the scientific evidence is compelling that physical activity not only contributes to well-being, but is also essential for good health. People who are physically active reduce their risk of

² Derek Wanless – was chief executive of Nat West bank until October 1999, and was commissioned to produce reports on the best use of resources for Health Services.

³ Securing Good Health for the Whole Population – Derek Wanless, Department of Health and HM Treasury 2004

⁴ At least five a week – DoH 2004

⁵ Public Service Agreement targets – see Appendix 3

developing major chronic diseases by up to 50%, and the risk of premature death by about 20-30%. The annual costs of physical inactivity in England have been estimated at £8.2 billion – including the rising costs of treating chronic diseases such as coronary heart disease and diabetes. This does not include the contribution of inactivity to obesity – an estimated further £2.5 billion cost to the economy each year. Three in ten boys, and four in ten girls, aged 2 to 15 were not meeting the recommended levels of physical activity.

An expert witness explained to the committee that children who do not exercise have an increased risk in adult life of:

- Osteoporosis - Needs high impact exercise such as skipping and strength activities to build bone density.
- Obesity)
- Diabetes) Needs endurance and aerobic activities
- Cardiovascular disease) such as sustained swimming, running and
- Hypertension) football
- Stroke)

There is also scientific evidence to show that there is a window of opportunity within which children are able to learn the basic skills. An expert witness explained ‘*Age seven to puberty are the skill hungry years.*’ where basic skills need to be mastered. The SPINED⁶ project, which was presented to the International Olympic Committee, is gathering and presenting evidence using case studies from each continent on the benefits to schools of high quality sport and PE.

3.1.2. Taking part in exercise also gives psychological benefits. It releases chemicals into the brain which lift mood and increase self esteem.⁷ A Director of Sport believed that that endorphins released in the brain helped concentration. Several sessions of physical activity throughout the day interspersed with academic subjects, benefited attainment more than if sport or PE were kept just to afternoon or in after school sessions. An investigation by the Qualifications and Curriculum Authority (QCA) into the effectiveness of physical education and school sport indicates that schools with good records in physical education reported higher achievement across the curriculum. A report by the King's Fund⁸ about London children found that regular physical activity is strongly associated with academic achievement and with improved health in childhood and later life. Schools with high participation in sports also tended to have lower truancy rates and better behaviour.⁹ Projects have been initiated with children with behavioural difficulties and young people who are at risk of drifting into crime to involve them in more sporting activities. Although there has not been conclusive proof that sport has reduced the levels of youth crime, healthy activity will lower levels of aggression¹⁰ in younger children. Constructive leisure activities for older pupils will, at the very least, give them less opportunities to misbehave through boredom during lunch breaks and immediately after school.

⁶ SPINED project - SpinEd is an international research project commissioned by the International Council for Sports Science and Physical Education (ICSSPE) and funded by the [International Olympic Committee \(IOC\)](#)

⁷ The Value of sport – Sport England and LGA

⁸ Linking Children's Health and Education: progress and challenges in London

⁹ QCA – PESS investigation

¹⁰ Fitbods! Programme, Salford primary schools, sponsored by the Healthy Schools programme

3.1.3. 'The Value of Sport' a report supported by Sport England, the Local Government Association and the Health Education Authority, makes a case for investing in sport as it enhances lives and regenerates communities; it should not be an afterthought or optional extra. To succeed internationally at sport gives not only a sense of pride to the population but also produces favourable diplomatic and economic outcomes. Programmes need to be developed to identify, develop and sustain gifted and talented athletes throughout their careers and beyond. The importance of Long Term athlete Development (LTAD) has been demonstrated in research by Istvan Balyi¹¹, which proves the importance of teaching the fundamentals of sport to children at an early age to develop world-class athletes.

Despite all the prevailing evidence, the amount of school sport has declined over the decades. How can this be, when there is so much agreement between health and sports experts that sport brings benefits to school children?

3.2 The Decline of School Sport

3.2.1. In 2000 a research project, funded by the International Olympic committee (IOC) sought to investigate the world-wide situation and status of physical education in schools. This showed that school physical education was in a perilous position across all continents.

Even in countries where physical education was legally required, it did not meet statutory expectations. The main reasons were:

- Issues of implementation – it was not possible
- Restricted and decreasing time allocation
- Low subject status and scepticism about the future of PE as a subject.
- Inadequate financial, material and human resources

Governments should implement, invest and support physical education as a human right for all children. To achieve this, UNESCO¹² has declared 2005 as the International Year for Sport and Physical Education, as a means to promote education, health, development and peace, and has invited governments to organize events to underline their commitment.

3.2.2. The reasons for the decline in school sport in England¹³ mirror those found world-wide. In their report 'Young People and sport in England 1999' Sport England surveyed young people and PE teachers. They found that only 33% of all pupils between years 2-11 (ages 5-16) spent two hours or more in PE and sport lessons. This was a fall from 46% in 1994. The extra time needed for literacy and numeracy had reduced the time for PE. At secondary level, there has been an increased emphasis on attaining higher places in the League tables for GCSE, as well as a falling of interest in sport as children grow into teenagers.

¹¹ Istvan Balyi is acknowledged worldwide as the expert in long-term athlete development and training plans, currently employed as a world class advisor for Sport England, while retaining his role as Resident sport scientist at the National Coaching institute, Victoria, Canada

¹² United Nations Educational, Scientific and Cultural Organization

¹³ England has been used throughout rather than 'Great Britain' as the structures supporting sport are different in the rest of the United Kingdom, and the committee needed to study sport in Kent schools specifically.

It is clear that if health is to be improved and international sporting success attained, the time spent, and the quality of sport in schools must be raised. National and Regional policies have been formulated specifically to address these issues, and the committee looked at these policies and accompanying targets as part of their investigation.

3.3. National and regional policies:

3.3.1. The national policy documents have all been published by the Department for Culture, Media and Sport, (DCMS) with increasing co-ordination with the Department for Education and Skills (DfES) and the Department of Health (DoH)

In 2000, the Policy document '**A Sporting Future for All**' set out the Government's vision for sport in the 21st century, stressing the importance of co-ordination of sport between schools, local clubs and sports organisations.

Its five point plan for increasing participation by young people was the:

- Rebuilding of school facilities
- Creation of specialist sports colleges
- Extension of the use of schools after school hours
- Establishment of 600 school sports co-ordinators based in secondary schools
- Access for talented 14-18 year olds to elite coaching and support.

The **Government's Plan for Sport** (2001) set out an action plan for delivery of this strategy. The report addressed:

- Sport in Education
- Sport in the Community
- National Governing bodies and World Class Programmes

'**Game Plan**', was the strategy for delivering these objectives (Dec. 2002) it accepted that the United Kingdom started from a low base in sport participation. It quantified the benefits of sport and outlined the vision for sport in 2020, explored how sports and physical activity culture should be delivered, and looked at how to enhance international success. In 58 recommendations, it suggested how the organisation and delivery of sport and physical activity should be improved over time. One of the main changes introduced in this plan in the organisation of sport was a different role for two government funded bodies - Sport England (to increase participation) and UK Sport (To improve excellence) – maintaining them as funding bodies rather than service deliverers.

3.3.2. PE, School Sport & Club Links (PESSCL) is a joint DCMS/DfES initiative to implement a national strategy for PE & School Sport and was launched in 2002, with promised government investment of £459m. By 2006 the DfES and DCMS have set a joint public service agreement. The target is to:

'Enhance the take-up of sporting opportunities by 5 to 16 year olds so that the percentage of school children in England who spend a minimum of two hours each week on high quality PE and school sport within and beyond the curriculum increases

*from 25% in 2002 to 75% by 2006 and to 85% by 2008, and to at least 75% in each School Sport Partnership by 2008.*¹⁴

'**Learning through PE and Sport**' (March 2003) explains how this will be done within **eight work strands**:

1. **Specialist Sports Colleges**
2. **School Sport Co-ordinators**
3. **Gifted and Talented**
4. **QCA PE and School Sport Investigation**
5. **Step into Sport**
6. **Professional Development**
7. **School/Club Links**
8. **Swimming**

1. Specialist Sports Colleges

Sports Colleges have been in existence since 1997, but they will now be further developed to reach 400 by September 2005.

In Kent, the plan is to reach fourteen across the whole county by 2007/8.

Sport is one of ten specialisms within the Specialist Schools programme. Specialist schools are maintained secondary schools that receive additional funds. They must first raise £50,000 (the target for smaller schools is less) from sponsorship, and then receive a £100,000 capital grant and £126 per pupil recurrent funding, each year, for an initial four years before applying for re-designation. All specialist schools focus on a particular curriculum area, but from October 2004 the sports designation has been altered so that a school is required to bid for sport plus another curriculum subject. This ensures that the sports ethos permeates throughout the whole school curriculum. Schools must deliver a four year development plan to raise whole school standards. Every specialist school is expected to work with others to spread best practice and raise standards.

There have been some changes to the original criteria, and only schools with more than 25% A*-C at GCSE can apply.

2. School Sport Partnerships are based at Specialist Sports Colleges, partnered with around 8 secondary schools and 45 primary or special schools. Each partnership receives £270,000 each year to pay for:

- A Partnership Development Manager (**PDM**) – usually experienced PE teachers, or will be sports development experts.
- The release of one teacher from each secondary school two days a week to enable them to be a School Sport Coordinator (**SSCo**)

¹⁴ See Glossary for further details and definitions.

- The release of one teacher from each primary or special school, 12 days a year, to allow them to become link teachers (**PLT**) with Specialist link teachers to fill the gaps.

Schools will work together in families of schools, as shown in figure 1:



Figure 1 **The structure of sports college and school sports partnerships**

3. Gifted and Talented programme

The Gifted and Talented programme is part of the Government's wider strategy to improve gifted and talented education. Schools must compile a Gifted and Talented register, which records the top ranked 10% of pupils within the school who excel in any subject, including sport.

If a young athlete is classed as talented in sport, he or she can follow a five stage programme which reaches international level. Involved in decisions at every stage, they are given support from teachers, coaches and parents. Figure 2 shows the stages of an athlete's career during their education, and Figure 3 shows the whole of the government strategy. Section 5 looks at what the committee found about programmes for those talented in sport in Kent.

From Playground to Podium

The National Talent Framework for Sport

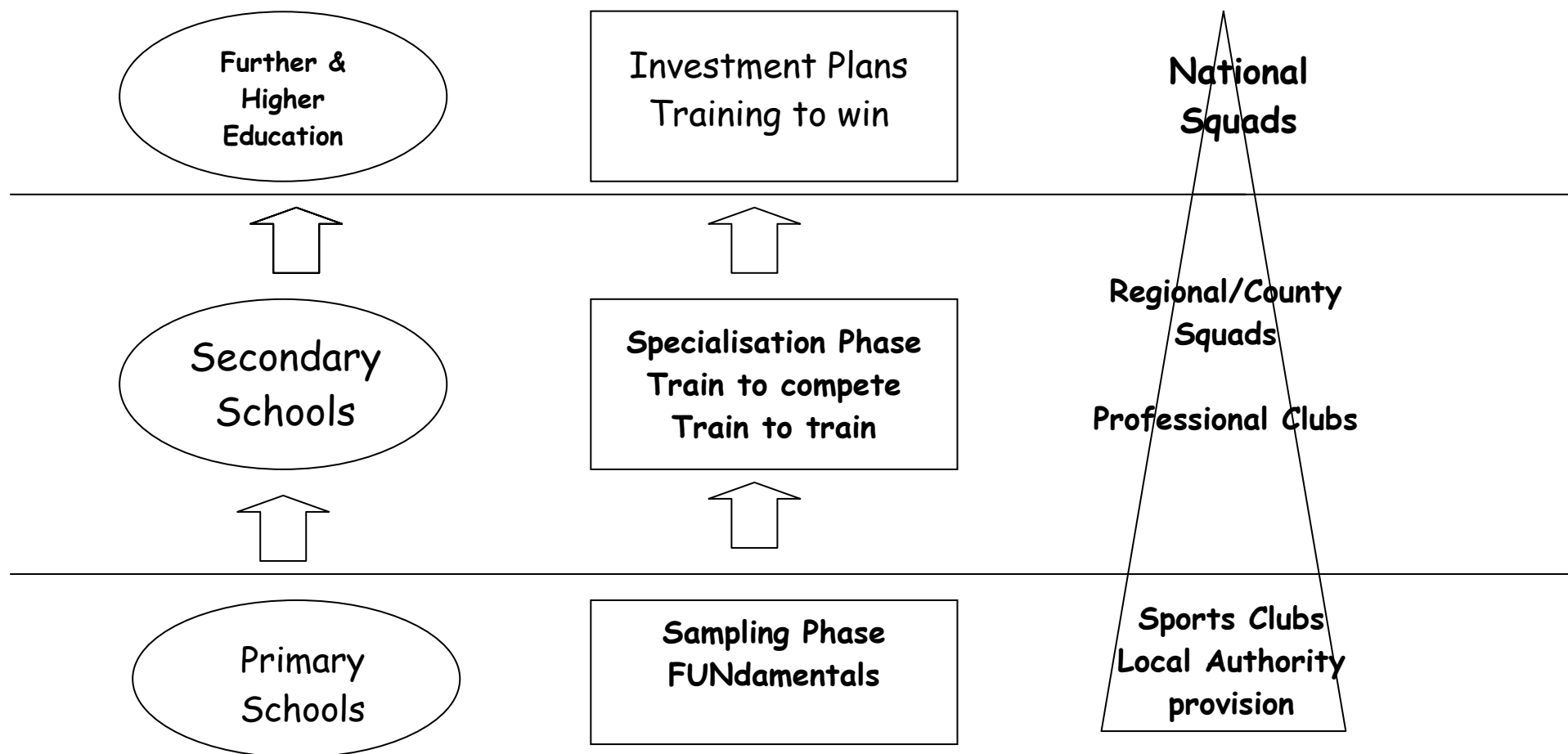


Figure 2

Pathways to Success - Implementation of Game Plan

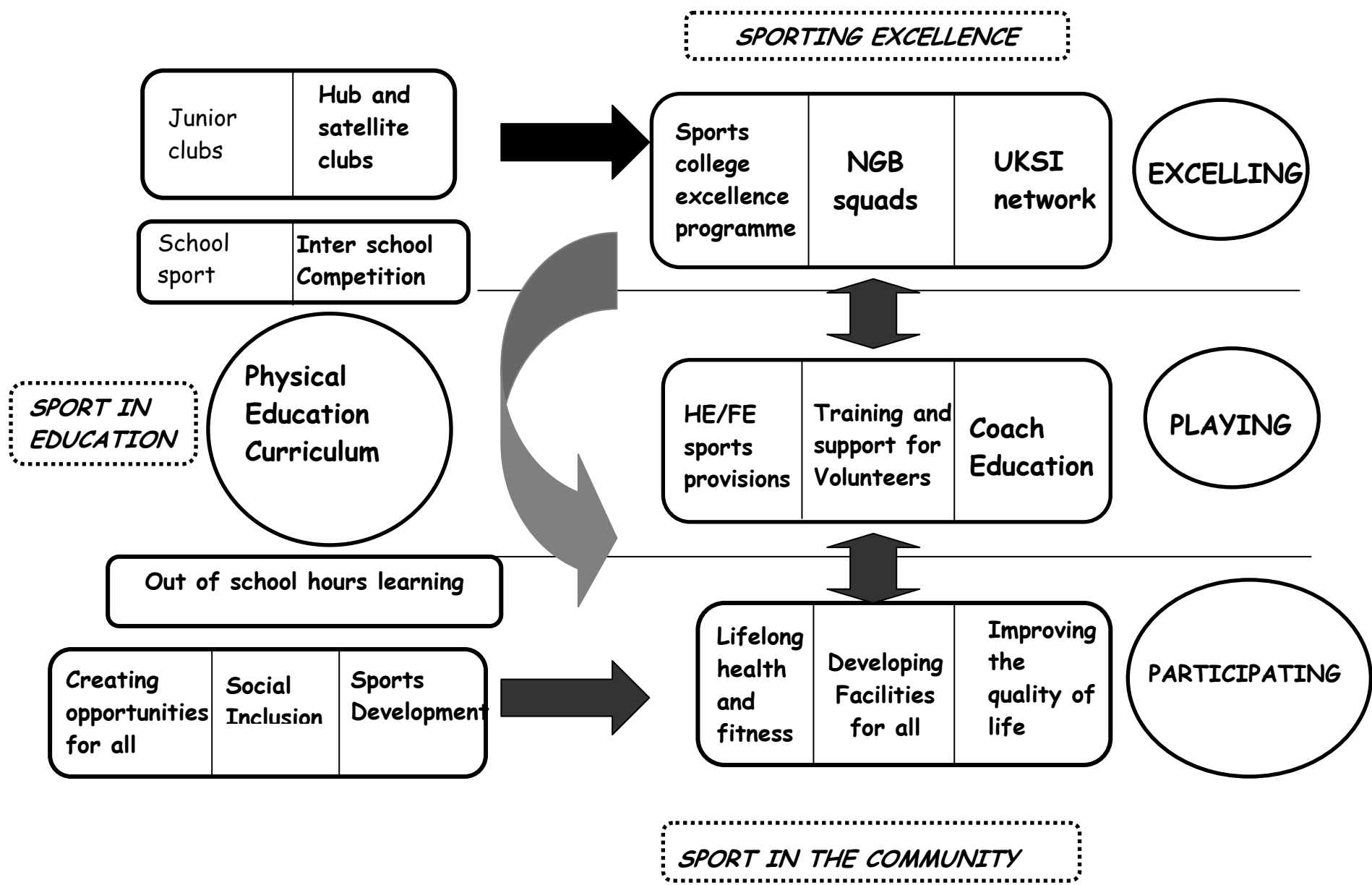


Figure 3

4. PE and School sport investigation

The fourth strand of the PESCCCL strategy is the **Qualifications and Curriculum Authority (QCA) PE and School Sport investigation**. The QCA are investigating how to improve the quality of school sport by compiling evidence on successful teaching strategies.

5. Step into Sport initiative – trains young people to be volunteer sports coaches.

6. Professional Development – there will be free **Professional Development training** for teachers and other school staff to deliver:

7. School/Club Links

The PESSCL¹⁵ programme aims to build up links between school sport partnerships and National Governing Body affiliated clubs and focuses on 7 major sports: Tennis, Cricket, Rugby union, Football, Athletics, Gymnastics and swimming – which also is featured in the eighth strand:

8. Swimming – the eighth strand. The publication of a **Swimming Charter** has given practical guidance and best practice.

Apart from the eight work strands, the PESCCCL strategy announces major changes to coaching to be introduced over the next three years, including a Community Sports Coach scheme to work alongside teachers in the delivery of high quality school sport.

‘High quality PE and Sport for Young People’ (2004) is a guide to recognising and achieving high quality PE and sport in schools and clubs, clarifying its meaning. The basic principles of high quality PE and sport will enable all young people, whatever their circumstances or ability, to take part in and enjoy PE and sport, to improve and achieve, and promote their health, safety and well being. There are said to be ten outcomes of high quality PE and sport: It produces young people who:

1. Are **committed** to PE and sport and make them a central part of their lives – both in and out of school
2. Know and **understand** what they are trying to achieve and how to go about doing it
3. Understand that PE and sport are an important part of a **healthy**, active lifestyle
4. Have the **confidence** to get involved in PE and sport
5. Have the **skills** and control that they need to take part in PE and sport
6. Willingly take part in a **range of competitive, creative and challenge-type activities**, both as individuals and as part of a team or group
7. **Think** about what they are doing and make appropriate decisions for themselves

¹⁵ Physical Education, Schools and Sports Club links

8. **Show a desire to improve** and achieve in relation to their own abilities
9. Have the **stamina, suppleness and strength** to keep going
10. **Enjoy** PE, school and community sport.

Within the European Union, sport and Education are seen as importantly interlinked. 2004 is the European Year of Education and Sport, (EYES) with its motto: *'Move your body, Stretch your mind'*. The European Union is funding 6.5 million euros into a wide range of around 185 projects across 28 countries in Europe, all aimed at incorporating sport closer into the educational sector.

The purpose of this comprehensive raft of government policy and guidance is two fold:

To improve participation in sports for the whole population, targeted at those who do little sport

To improve Great Britain's performance at international level in the most popular sports

3.3.3 Regional policy

In addition to national policy, there is a commitment to introducing regional policy to express the voice of the regions. This is more difficult in a region like the south east which has no historic regional links across it.

The Regional Sports Boards, part of Sport England, were set up to reflect the areas of regional assemblies. Thus the South East region encompasses Oxfordshire, south of London and east to Kent. Sport England South East published its plan for sport 2004-2008 'Mission possible' in May 2004. It was produced following a period of consultation with stakeholders and supports the objectives of 'Game Plan'.

This strategic context can only describe the brief details of the range of policy, strategy and implementation plans. The diagram (Figure 3) shows how the strands are designed to fit together. This strategy is overlaid upon existing structures, and as is admitted in 'Game Plan', the organisation of sport is 'overly complex'.

The third strand of the strategic context is how Kent County Council's structures are designed to deliver sport in schools.

3.4. The Kent Structure

In Kent, in the 'Next Four years,' strategy document, Kent County Council pledged to help schools to become centres for their communities, through supporting high quality facilities and working with schools to make them centres for community learning.

In the Vision for Kent, Kent's Community Strategy, written with Kent's business and local government partners, Kent's vision is to improve motivation in lifelong learning and recognise more widely the links between sports activity and learning success. Kent's aim for healthy living is to *educate* young people to be healthy, to eat well and to take regular physical exercise through the promotion of sport and leisure activities, as well as walking and cycling to work or school

KCC delivers these aims primarily through its 620 schools, with the knowledge, energy and enthusiasm of hundreds of Head teachers, teachers, instructors, coaches, and volunteers. The schools have these KCC units and organisations to help them:

3.4.1. Physical Education Advisory Service - Curriculum Issues

The PE Advisory Service, headed by Carrie Beech, is part of the School Advisory Service, (SAS) which is within Education Standards and Pupil Services portfolio. The PE Advisory service is a source of information for schools on all curriculum issues. It also gives information and guidance on out of school activity on school sites. PE advisers devise and run continuing professional development (CPD) courses for teachers, and they have now taken over the administration of the Government led TOPs training teachers in PE. They also lead and advise on health and safety matters within the curriculum. Carrie Beech also has also the responsibility of advising the Advanced Skilled Teachers (ASTs) of which nine are sports specific.

3.4.2. Sports Development unit - Community Issues

The Sports Development unit (SDU), headed by Chris Hespe, is within Community Services portfolio. It has a net cost in 2004/5 of £450,000, receiving income of £86,000, producing a total budget of £536,000¹⁶

SDU provides a planning and strategic function for sport. They have a well established service of giving facility development advice – all aspects including planning, design, funding and management and advice on community use.

The unit organises liaison with sports organisations (e.g. clubs and sport governing bodies) for the benefit of schools. They aim to raise levels of sports performance and excellence, and enhance coaching, club and volunteer development. The unit has produced 'The Strategic Framework for Sport in Kent' which aims to provide an overarching county wide view of all sport, however organised, in the county, a 'common voice' for sport.

SDU, together with the School Advisory Service and Education Property, have become best known for their ability to raise funds for sport in Kent from external funding sources – primarily the New Opportunities Fund (NOF), which has now become the Big Lottery Fund.

SDU and the PE Advisory service work closely together with regard to Schools' Sport Partnerships and Specialist Sports Colleges, SDU dealing with community aspects and SAS dealing with curriculum aspects. They both foster school and Club Links,

¹⁶ KCC budget 2004-5

including out of school activities and facilitate Coaching and Leadership within the school context.

SDU links with sports development officers in District Councils, who develop sport within their communities, often with Kent schools.

3.4.3. School Sports Partnerships

There are now six school sports partnerships, including two, Swadelands and Aylesford, beginning from September 2004. By September 2005 the full thirteen partnerships will be established, and the phasing and staging is shown in the table in Figure 4:

Specialist Sports Colleges Staging and Phasing Plan

School	Area	Sports College application	School Sports Partnership
Angley	Tonbridge and Tunbridge Wells	Designated Sept 2000 Redesignation 2004	Phase 1 Sept 2001 Phase 2 Sept 2004
The Hayesbrook	South Sevenoaks, Tonbridge and Tunbridge Wells	Designated Sept 2001 Redesignation 2005	Phase 1 Sept 2002 Phase 2 Sept 2005
Herne Bay High School	Canterbury and Swale	Designated Sept 2002 Redesignation 2006	Phase 1 Sept 2003 Phase 2 Sept 2006
Canterbury High School	Canterbury and Swale	Designated Sept 2002 Redesignation 2006	Phase 1 Sept 2003 Phase 2 Sept 2006
Swadelands	Maidstone and Ashford	Designated Sept 2003 Redesignation 2007	Phase 1 Sept 2004 Phase 2 Sept 2006
Aylesford	Maidstone and Malling	Designated Sept 2004	Phase 1 Sept 2004 Phase 2 Sept 2006
Astor of Hever	Maidstone and Malling	Designated Sept 2004	Phase 1 Sept 2005 Phase 2 Sept 2006
The Ursuline	Dover and Thanet	Designated Sept 2004	Phase 1 Sept 2005 Phase 2 Sept 2006
The Harvey Grammar School for Boys (Sport and Science)	Ashford and Shepway	Applied March 2004 – unsuccessful Due to reapply March 2005	Phase 1 Sept 2005 (Fully expanded from the start)
Meopham School	Gravesham	Applying October 2004	Phase 1 Sept 2005 Phase 2 Sept 2006
Castle Community School	Dover and Thanet	Applying October 2004/March 2005	Phase 1 Sept 2005 Phase 2 Sept 2006
The North School (Sport and Technology)	Ashford and Shepway	Applying March 2005	Part of Swadelands partnership
Swan Valley	Dartford & Sevenoaks	Applying March 2005/ October 2005	Phase 1 Sept 2005 Phase 2 Sept 2006
Minster College	Swale	Applying March 2006/October 2006	Phase 1 Sept 2005 Phase 2 Sept 2006

Figure 4

3.4.4 Sports Colleges

Figure 4 also shows the introduction of sports colleges which will give a network of fourteen throughout Kent.

There were seven in Kent, and two more have been designated from 1 September 2004. This compares with Lancashire who also has seven and Hampshire with five, although these counties will also have applications granted recently. A map of the location of the Kent sports colleges is attached. (Figure 5)

3.4.5. Community Development Unit

The Community Development Unit was launched in May 2003. It is one element of the strategic approach being taken to support independence and tackle the culture of low aspiration. It will do this by helping all schools to develop into community schools, extended beyond the school day – the concept of **Extended Schools**. The unit has just published its Strategy (2004-2007). By 2007 Kent Community Schools will operate as a focal point to which families turn for a range of supports and services and whose facilities are fully utilised beyond the school term and day.¹⁷

3.4.6 Health and Education Partnership

The partnership supports schools in becoming healthier communities for staff, parents/carers, pupils and visitors to work and learn. As part of the Healthy Schools Programme, the National Healthy Schools Standard (NHSS) aims to help the whole school community become healthier. The Standard promotes health in its widest possible sense, i.e. physical, mental, emotional, spiritual and social well-being. The aims of Healthy Schools are:

- To tackle health inequalities
- To promote social inclusion
- To promote school improvement

Although one of the characteristics of a healthy school is that it is delivering the requirements of the national curriculum in relation to sex and relationship education and drug education in line with statutory requirements, sport is not mentioned specifically. Another characteristic is that all Pupils' views are reflected in school activities.

There have been sports events run by the Healthy schools movement, and a Kent health and education partnership physical activity event was held in March 2003, for PSHE¹⁸ co-ordinators to suggest ways to present a whole school approach to physical activity. 151 Kent schools have reached the Healthy Schools standard.

There are three Healthy Schools Schemes within the partnership. These are led by an LEA Policy Officer and Senior Health Promotion Specialists with the support of Public Health Departments in the Kent and Medway health authorities, and based in East Kent, Northwest Kent, and South West Kent.

¹⁷ Kent Community School Development Strategy 2004-7

¹⁸ Personal, Social, Health Education

Their areas are not co-terminus with District Councils, School Sports partnerships or school clusters.

3.4.7. Sports organisations

No outline of the strategic context of sport in Kent schools would be complete without mentioning the huge numbers of sports clubs and school sports organisations which foster interest in sports, both within the curriculum and without. They are usually run by volunteers, and it is estimated there are 15,000 sports clubs in Kent¹⁹. The Kent Schools Sports Council co-ordinates 22 different schools sports organisations. Its main aim is to promote the physical, mental and moral development of young people through the medium of school sport.²⁰

The committee thus began their investigation, learning how this complex structure is delivered for the benefit of every child.

¹⁹ The Strategic Framework for sport – 2003-2008 - SDU

²⁰ Kent Schools Sports Council – Handbook 2002

4. IDENTIFYING EVERY CHILD'S PHYSICAL AND SPORTING ABILITY

4.1 PRIMARY LEVEL

For UK to achieve its twin aims of increasing sporting participation and identifying and supporting elite athletes, good practice must begin at primary school. Scientific research has concluded that it takes 8 –12 years of training for an athlete to reach elite levels.

Some athletes specialise early as gymnasts, figure skaters, divers or table tennis players, but most athletes specialise much later in '**late specialisation**' sports. These include athletics, combative sports, rowing, and all team sports.

The Late specialisation model starts at ages 6-10 with:

The **FUNDamental** stage and concentrates on developing fundamental skills – running, throwing, jumping, hopping and bounding (the ABCs of athletics – agility, balance, co-ordination, speed) It concentrates on developing The KGBs of skills – (Kinaesthesia²¹, gliding, buoyancy and striking) which will lay the foundation of athletic excellence for later years.

If fundamental motor skill training is not developed between the ages of 9 and 12, skills cannot be recaptured at a later time – remedial programmes are only of limited success. There should be a concentration on sampling as many sports as possible to encourage the children with fun, excitement and success.

4.1.1. The current picture

The committee found that at primary level, a child's experience varies dramatically owing to several crucial factors.

They found that at the highest level, a child can expect to have 2 to 2 1/2 hours of high quality PE and sport within the curriculum. They will have a choice of 16 lunchtime and after school sessions in six different sports, as well as with an annual residential activity week. They may have the benefit of coaches coming into the school to teach a variety of sports, usually at no charge. Other children may be part of an established sports partnership and be able to access top class facilities at a nearby sports college. Their school may have its own swimming pool, or they may have the advantage of an Advanced Skills Teacher who is a sports specialist within the school. They may have well resourced sports facilities, sufficient outside space and perhaps even a dedicated hall separate from the separate canteen.

Their teachers may be sports specialists, or and will have attended TOPs training courses. The **TOPs** programme, designed and provided by the Youth Sport Trust for training Primary school teachers, has been offered to every school in Kent. 485 primary and special schools have attended these short one or two day courses which offer resource materials and free equipment bags. TOPs training has covered separate courses in core skills, gymnastics, dance, athletics and outdoor and adventurous activities. Their school may have attained the Active Mark for primary schools.

²¹ the perception of body position and movement and muscular tensions

Less fortunate children will not achieve their two hours' sport within the curriculum, nor have a choice of sports and find that their teachers are not sports specialists and their sports partnership is not yet established. They may live in an area where the swimming pool is not reserved especially for them and where the training pool is not suitable. They will probably have one hall which also acts as a canteen, and sometimes will not have a hall at all. Their school may have inadequate outside space. They may not learn the basic skills before they leave primary school.

The committee found that the main factor in ensuring a child enjoys sport at primary level and learns the basic skills was:

4.1.2. Enthusiastic well trained teachers, supported by the Head teacher

The committee found good practice in different types of primary schools.

Although some teachers believe that demographics are important and that it is important to recruit young male teachers to act as role models for boys, the committee found examples of enthusiastic teachers of every age group and both sexes. In fact, the Teacher training agency have set a target of 20% increase each year in male primary school teachers until the ratio of men to women on these courses rises to one in five. At present the ratio is one in 8 (12.8%)

Headteachers told the committee that they did not feel enough time was given in Initial Teacher training to teaching sport, unless a teacher was a sports specialist.

Where a school has an enthusiastic Headteacher or sports specialist, it can only succeed when the sporting ethos has spread throughout the whole of the teaching staff. This is more difficult at primary level where each class is taught every subject by the teacher. The sports co-ordinator must enthuse the rest of the staff, whatever their age or state of fitness, to spread enthusiasm through their class. TOPS courses are only one or two days in length and cannot substitute for specialist sport training.

Witnesses told the committee they would like initial teacher training to be improved so that all primary school teachers were confident to teach PE, to lessen the support needed for new teachers.

The PE advisory service is producing a Continuous Professional Development course for every teacher of PE to extend knowledge.

Recommendation:

1. The PE and sports training should to be offered to all teachers as part of their initial training and their continuous professional development

Support from the Headteacher is essential, to allow sufficient resources within the budget to support teachers with supply teachers while they are training.

The target for two hours high quality PE and sport, both within and outside the curriculum, is 75% by 2008. Partnership Development managers from School sports partnerships paid tribute to the importance of a Headteacher's strong influence, when it is so easy to blame curriculum pressures for not giving time to PE and sport.

Schools like these concentrate on teaching young children the basic skills they need to reach their full potential. They also make sport fun for all children, whatever their ability. A school that is able to offer a wide variety of sports at primary level will have more chance of identifying ability and engaging a child's interest. The Partnership Development managers had found a wide variety of teaching expertise in their primary schools. Those teachers who were not so confident tended to teach specific sports early in primary school, as this was were easier than teaching basic skills.

The committee found also that at some primary schools, the school council could have a say in which sports were offered outside the curriculum. Although at this level PE lessons must cover the national curriculum, within this, children can be given a choice of which sport they do each half term.

Sport at primary level is delivered for both boys and girls together, so children get as wide an experience in as many sports as possible. This also allows smaller schools to field a team in rugby, cricket, football or netball when there are small year sizes. The teams and pitches are smaller than adult sized games to give every child opportunities to improve their skills and take part.

The committee saw that schools had made their pitches smaller to enable this and have two or three football games, for instance, playing simultaneously.

Primary schools are able to extend the variety of sports offered by making contacts with qualified coaches; some voluntary and some professional.

Recommendation:

2. The LEA should offer access to coaching courses for governors, parents and young people as well as teachers.

Another sign that PE and school sport is given priority at primary level is:

4.1.3. Possession of Activemark

Activemark is an award that a primary school has been able to attain guaranteeing the extent and quality of their PE provision. The current standard in primary schools is that each pupil should have an average of 90 minutes of physical activity per week, coupled with the opportunity to take part in out of hours' activity. All schools who have been awarded this award (and the higher award, Active mark Gold) will have completed a comprehensive audit of the extent and quality of their PE provision. A full list of these schools is shown in Appendix 4. The application form is currently 18 pages long and also requires sports development plans to be submitted. Currently there is a consultation on the future of Active mark and the Secondary school award, Sportsmark. The consultation document suggests that the new standards should tie in with the PSA²² target, and there should be just one audit co-ordinating with the audit done for the sports partnership.

However, by holding an Active mark, a school is demonstrating that they prioritise sport and have reached the required standard. Only 58 primary schools from the 475 in the county have reached this standard.

²² See Section 3.2

The possession of an Activemark is a symbol of quality and time spent on school sport and PE, but some schools may be prioritising the delivery of sport rather than going through the somewhat bureaucratic process to obtain the reward. It is only when the School Sports partnerships are fully operational that a full picture of primary school provision will be obtained.

4.2.1. Existence of an active sports partnership

Where the committee found the existence of an active sports partnership, the effects on its family of primary schools were already beginning to show. However the committee heard that when a School sports partnership first begins, their first year is spent assessing what sort of sports provision is provided by the different types of schools in the area. Once a primary link teacher is appointed, they can work with the PE co-ordinators, some of whom have a lot of experience and are very enthusiastic. In other schools, the job of PE co-ordinator can be the role of a newly qualified teacher who may have been given it by default. Partnership Development Managers are giving training and support to the primary PE co-ordinators, but it will be September 2005 before all of the PDMs are in place.

The Partnership Development managers feel that it the poor standard of delivery of PE in some schools is primarily due to lack to training for staff. The reason usually given for not devoting time to PE and school sport is curriculum pressure, but some schools do deliver the full curriculum and still have high standards of PE and sport at primary level. Partnership Development Managers are hopeful that through their work, and that of their teams, the benefit of sport to primary schools is becoming apparent. PDMs are trying to spread good practice through the PE coordinators in their cluster, and are willing to go to staff meetings to spread the ethos throughout the whole school – whole school training is available.

There are two primary PE Advanced Skills Teachers in Kent, at Barrow Grove and St. Stephens Juniors, Canterbury. They have been given resources to provide outreach advice and guidance to other primary schools throughout the county. Although only recently appointed as ASTs, their service is not yet widely known outside their local area, and they are addressing this by publicising it as widely as they can. They can offer guidance on teaching swimming and gymnastics, two areas where non-sports specialists particularly lack confidence.

Some schools will not get the benefit of sports' partnership until September 2006, if they are in the more rural areas further away from sports colleges or do not volunteer to go into the first phase. The committee learned that it would be 2010 before the last children in Kent benefits.

As part of the PESSCL strategy, schools must now complete an annual survey on the amount and type of school sport and PE delivered. The current consultation suggests that these schools will be able to claim the successor to Activemark.

The first three sports partnerships were funded directly by the Lottery Fund, and the scheme has now become part of mainstream funding by DCMS. Kent's countywide policy on specialist schools was introduced at a later date. The School Sports partnership areas were then drafted before KCC's Cluster map of schools was agreed in 2003. A cluster is a group of schools within a geographical locality, most two clusters within each District Council Area. All with a Headteacher management

board, they each have a budget of £30,000 (plus some matched funding), and a number of LEA deployed staff. Most schools in each cluster have already shown active collaboration over a number of issues, choosing their own agendas. Clusters vary in size and membership and will evolve over time. Individual cluster schools retain their own autonomy and independence, but are designed to work collaboratively with others.

The committee found there is no co-terminosity and no evidence of collaboration, between school clusters and School sports partnerships. As funding rolls out, some of the partnerships will be reconfigured, and it is perhaps time to try to reconfigure them according to cluster organisation. This would have the added advantage of moving them closer to District Council organisation which would help the Sports Development officers employed there.

Recommendation:

3. School clusters and school sports partnerships should be co-terminus as soon as possible.

4. The programme for all schools to be included in a sports partnership should be completed as soon as possible, and sooner than currently planned.

5. The LEA should encourage Advanced Skills Teachers to specialise in Sport.

6. The LEA must provide information to schools, through the clusters, which provides clarity on the defined roles of School Sport Partnerships, the Sports Development Unit and the PE Advisory service and their responsibility to promote participation in sport.

7. The committee strongly recommends that sport in schools should always be included on cluster boards' agendas.

4.2.2. Proximity of a sports college

Kent is an area with small rural schools, many of them a long way from a sports college. Where a primary school can visit a sports college, such as at Herne Bay, Cranbrook or Canterbury, the school can use the superior facilities which are there. The sports college will also arrange festivals and special events for its local primary schools. The proximity of a sports college also makes it likely that the primary school will have early access to a Schools Sports partnership and the specialist sports staff that this offers.

4.3. Access to Facilities

4.3.1. How can primary schools access good facilities?

Although the committee found that given enthusiasm, there is no doubt that it is possible to provide a sports programme with very little. It is obviously much more likely to happen if the school has adequate facilities:

- Equipment – it is important that PE departments receive large enough budgets to stock the school with appropriate equipment. If teachers attend the TOPS

courses they will receive free equipment, but there is also a need for the school budget to provide continuing resources. Child size equipment is now available for most sports.

- Large permanent equipment like adventure equipment, permanent netball nets, etc. encourage children to be active at break and lunch times. Schools can raise money with the Charity Funschools challenge, and a lucrative²³ way to raise money for large equipment.
- Outdoor facilities – some schools have no outdoor green facilities, while others have easy access. Schools have found that they have had to re-configure the pitches so that they are suitable for the ‘short’ games now within the curriculum. (Designed so all small children have the opportunity to take part) Some outdoor facilities are not properly drained or not level so they cannot be used throughout the winter.
- Indoor facilities – Few schools have a separate hall for sport and PE, drama and assemblies. For most schools, the same hall is used to serve lunch and then has to be used for PE. Time constraints mean that it is not always available, and unless cleaned after lunch, is not so pleasant to use afterwards. Halls vary in size, shape and quality. Good, convenient storage is important to prevent more lesson time being lost while equipment is set up and put away.
- Representatives from the Kent Youth Council recounted their experiences at primary level – three to five years ago. They told the committee that they enjoyed the relaxed atmosphere of primary school sport despite the lack of facilities, but a more formalised structure may have got them interested in sport earlier. In inner town primary schools there can be problems of dangerous traffic and the need to travel to green space. Children currently at secondary school have not had the advantages of the best practice which is now in primary schools, and this has influenced their views on school sport at secondary level.
- The committee heard from witnesses about the difficulties of transporting primary school pupils to other sites to share facilities. For rural schools, even if facilities and transport were affordable, the time factor would make this impractical. Sharing facilities needs to be planned very carefully for there to be any benefit for primary school pupils.

Recommendation:

8. Schools within the same cluster should be encouraged to co-ordinate their timetable by year group so they can compete against others and co-ordinate the use of shared resources. (Swimming pool, health club, club facilities, transport etc.)

²³ Funschools Challenge is a fund raising sports organisation that organises sponsored exercise events in schools with the aim of promoting health and fitness in a fun atmosphere. Students have the chance to meet sports celebrities and have their photos taken with them. There is an admin charge of £1 per student and 60% of the sponsored funds raised is given back to the school.

4.3.2. Swimming

Some primary schools have swimming pools, but most hire a variety of public and privately run facilities. Upton Junior School in Broadstairs had the initiative to obtain a lottery funded grant early in the cycle and now hire their swimming pool out to clubs and other schools. They consistently win the Thanet schools swimming trophy.

Where primary swimming pools exist, typically they need money invested on them, to reach a level where they are suitable for community use. Although there is not a case to be made for all primary schools to have their own swimming pool, there is no doubt that where this occurs, children do better at swimming.

Teaching swimming in primary schools is essential, as at Key Stage 2, pupils should be taught to swim unaided for a sustained period of time over a distance of at least 25m. The Swimming Charter, recently issued, includes wide ranging recommendations for local authorities and schools.

Where schools hire leisure centres and other schools' resources, the quality, cost and care taken by the management varies. For instance at Sittingbourne there is no suitable trainer pool and pupils must learn in the large pool which is shared with public swimming. Suitable facilities enhance performance.

There is no 'standard blue print' for the PE facilities that a school needs. Many schools must use facilities at other schools and or in leisure centres.

The new DCMS data base 'Active Places' provides information on sports facilities that are available for public use in every area. The Sports Development Unit compiles a Directory of Deficiencies for Sports facilities to provide evidence for its funding bids. However, neither of these two sources provides information for a primary school about facilities within the non-maintained schools sector or at other schools. This information may be more readily available when all School Sports partnerships are established.

In the Evidence for Policy and Practice (EPPI) Centre's report ²⁴ on what prevents young children from taking part in sport and what encourages them, the strongest factor encouraging children was 'fun and excitement', followed by 'a sense of belonging to a team, enjoyment of competitiveness, and feelings of achievement. Children enjoy having an element of choice of sport. The biggest barrier to playing sport was a belief that their physique or skills were not suited to a particular sport, and shame and embarrassment that they had let the team down. Primary schools which are successful at sport have achieved this through the individual enthusiasm of their teachers, rather than any supporting structures. The help and support of the Partnership Development Managers, although raising standards, has yet to make inroads into most of the county's primary schools.

4.4 TRANSFER FROM PRIMARY TO SECONDARY SCHOOL

4.4.1. The committee found disparity in transition arrangements from primary to secondary school. At the end of primary school, whatever their experiences of PE and school sport, pupils must move on to the wider world of secondary school. The

²⁴ Children and Physical Activity; A systematic Review of Barriers and Facilitators – EPPI Centre, University of London, 2003

committee learned that at this stage children can lose or gain in the quality of their school experiences. There is no standard way for a secondary school to learn about whether their new pupils have particular sporting talents.

Headteachers often received no feedback from secondary schools about sporting success. Witnesses told the committee that each school cluster should appoint a Sports Development Manager or Officer; this demonstrated the lack of clarity about the sports partnership structure within Kent.

There were instances of secondary schools forcing their new pupils into unsuitable sports without investigating their talents.

A witness wrote:

'Programmes such as School Sports co-ordinators will I am sure have a very positive influence on PE and School Sport in primary schools over the coming years. It should also ensure that there is a smoother transition between KS2 and 3. Currently we are not sent any information regarding national curriculum levels at the end of KS2 (from primary schools)'

4.4.2. Where sports colleges draw their pupils from a few local primary schools, all parents can be interviewed before their child begins at the school, and are given the opportunity to talk about their child's sporting talents. The committee found good examples of good practice in transition:

Angley School's Olympic summer school

30 children, identified as gifted and talented by their primary schools, but not necessarily in sports, joined for a week long summer school with an Olympic theme. Working in five teams, represented by the five ring colours, they took part in sports, cooked and visited the proposed Olympic 2012 venues in London. They had opportunities to meet Olympic athletes and the sports staff and become confident about beginning their secondary school career at Angley.

Within a Schools sports partnership, those children who were on the gifted and talented register at primary school could be picked up through the partnership and invited with their parents to go to a gifted and talented event with fifty other similar students. Following that, a child could be invited to go to a summer camp where there were specific athletic coaches and then encouraged to join a local athletics club.

The Partnership Development Managers feel that the identification of gifted and talented athletes, particularly at primary school, is not yet completely developed because of the lack of a tool for assessment. Because there is no standard structure for a transfer document, a number of talented young sports people are being lost in the transition from primary to secondary school. They are currently compiling a standard transfer document, so that the information on sporting ability will be passed to the secondary school. It was important that this was seen not as extra bureaucracy but as an aid to ease the children's transfer and a way to sustain children's interest in sport. In some cases primary schools are not aware of a pupil's sporting activities outside the school, and will need to survey the children.

There are dangers in a too fixed approach, as a witness explained. When a child was 10 or 11 they could often be recognised as a possible talented sports person but it was important that they then went on to a multi-skilled programme, to prevent pigeon holing at an early age. Parents and teachers should not be blinkered and say, for example, that the child was “a good footballer” only to find at fifteen or sixteen that the young person did not develop physically in the way necessary for that sport.

Recommendation:

9. An “Activity Passport” should be introduced for each child, recording details of their sporting abilities and activities both in and out of school. This document will become part of a standard transition document to be used on transfer from primary to secondary school.

4.5 AT SECONDARY LEVEL

4.5.1. Sports Colleges

The committee found a varied picture, just as at primary level. Much of the good practice came from sports colleges or those schools aspiring to be sports colleges. Herne Bay High School believed:

‘It is clear that the significant funding, development and innovation that comes with Sports College status and/or the SSCO schemes allow, quality, sustainable extend opportunities in sport – not just for the pupils in the Sports college, but for the pupils in partnership secondary schools, primary schools and children and adults in the local community.’

Apart from the gifted and talented programme, they had concentrated on a broad PE curriculum which allowed pupils to experience a wide range of activities, a quality PE experience through high quality teaching and learning, taking place in a quality environment in well equipped, clean, pleasant facilities.

Another Director of Sport pointed out how his school's academic record had improved since the development of the he had developed the sports syllabus, demonstrating the value of sport in motivating disaffected pupils. The proportion of pupils in his school gaining grades A-C at GCSE had risen from 8% to 12% and was now 22%, partly because 48% of pupils had achieved sports GCSE. Sport was an interest shared by the majority of pupils in the school and, as such, was a good vehicle to use to build relationships, when some pupils had unsettled home lives and were unused to building positive, ongoing relationships with adults. Through sport activities and clubs, teaching staff could gain pupils' trust and respect and work at finding common ground.

Pupils' interest in sport had been used to boost their interest in other subjects. For instance, English classes had developed a sports journalism project to develop pupils' creative writing skills, and a football coaching video had been used as a starting point for geometry, with pupils measuring the distance and angle of passes between players on the field. Directors of Sport agreed that although they did not claim that improvement in examination results was all down to PE and sport, it was one strategy amongst others within schools that had helped to inspire the children.

Secondary schools where School Sports Partnerships were established paid tribute to the difference that the extra resources had made. The Sports Co-ordinator Programme had established the Partnership Development Manager's post, and the family of primary and secondary schools, and this had impacted across the whole school.

Schools demonstrated a way of offering role models at secondary level. By assembling a team of PE teachers with a wide range of sporting abilities, including trampoline coaching and gymnastics. Schools were now moving into a wider range of expertise, for instance employing male dance teachers. Although often boys initially wanted to just do football, but often, when they were given the opportunity, a number chose to do other PE related activities

Sport at secondary level is generally delivered in a single sex environment, and this reflects pupils' separate interests, particularly at age 14 and beyond. Schools found many girls preferred individual rather than team sports. Sports colleges showed how it was possible to offer a wide range of sports within and outside the school day. An expert witness suggested that greater flexibility in the employment of PE teachers would facilitate this. They would start later and finish in the evening, offering a wider variety of sports after school.

When Schools Sports Partnership are being developed, audits are carried out and a plan drawn up for those activities that were not yet covered to try and produce a broad balance of expertise across the partnership to deliver variety.

4.5.2. Choice and Diversity

All the witnesses who spoke to the committee agreed that choice from a wide variety of sports was important at secondary school level. A Community College had talked to young people in the 14+ age group and had set a questionnaire to ask them what activities they would like to see provided. As a result of this, the strongest views came out in favour of aerobics and dance. Therefore, the school had tailored their programme to meet that demand and had employed a dance teacher and provided aerobics. (Although they had to travel to another school to share facilities) Schools stressed that to improve participation the strategy was to make sure that all young people took part. Those who had not brought their kit were required to get involved by keeping score or umpiring. All the schools who attended the committee were offering within and outside the curriculum the targeted 2 hours of PE and School sport.

At secondary level, there are 63 schools who have obtained the SportsMark and a full list of these is shown in Appendix 4. The consultation to change the format of Sportmark and Activemark says that one of the reasons change is needed because these awards focus on the provision schools **offer**, rather than what children actually **do**.

This was confirmed by the two members of Kent Youth Council, both of whose schools possess the SportsMark. Although pupils did not have a choice of sports, they were given the chance to organise other sports themselves. This witness did not enjoy sport provided at school, but would have enjoyed aerobics, golf or horse riding which would be more interesting than traditional PE

Older boys' generally enjoyed sport in school. In the sixth form (Years 12 and 13) sport is not compulsory and therefore generally the amount of sport that boys and girls do during the school day is much less. Although successes in team games were celebrated, individual sporting success pursued out of school was not necessarily recognised at all schools. Even though there may be a sporting ethos in schools, there is always a significant percentage of boys and girls who 'try to get out of doing sport at any cost.' Young people feel that if the emphasis was shifted to be more inclusive, it might encourage participation. Sports colleges have shown it is possible to offer a wide range of sports within and outside the school day and as partnerships develop, their expertise should spread to their partner schools.

Recommendation:

10. The LEA should strongly encourage schools to listen to their pupils' sporting and activity preferences and widen the choice of activities on offer, particularly at age 14+ to increase participation to develop fitness and/or competition.

11. Head Teachers should consider introducing flexibility in the way in which PE teachers are employed i.e. either have a later start and finish time or flexi hours

Only one Grammar School, William Harvey Grammar School at Folkestone, is applying for Sports College status, and as yet no special schools. To improve quality over the whole spectrum of secondary schools, it is important to include both Special Schools and Grammar Schools.

4.5.3. Secondary School facilities

The committee found that where schools had obtained sports college status, there had been more opportunity to improve school facilities, although sports colleges did not all have superb facilities. Some sports colleges who were able to offer good facilities had paid particular attention to refurbishing their changing rooms. Other schools had less money available and different priorities. Witnesses told the committee that at some secondary schools, there is no opportunity to shower after games.

KCC has secured agreement for a PFI bid worth £80.75 million and the schools within the bid have a long history of poor facilities. The project includes refurbishment to Aylesford School, Maidstone, The Malling School, East Malling, Holmesdale Technology College, Snodland, and The North School, Ashford and completely new buildings for Ellington School for Girls in Ramsgate and Hugh Christie Technology College, Tonbridge. At Ellington High, a school in the bid it was said:

The school's sporting facilities are dire. The main school hall (8m x17m) doubles as a gym; there is one external court and no external recreation area. The shared playing field is a 15-minute walk away and therefore unusable for 1-hour lessons. Travel to the local Sports Centre cuts lesson time by 50%.

This will be the beginning of a process aimed at transforming standards across the schools' estate through PFI investment. These schools' problems will be solved at the culmination of their building plans, but there are other schools in Kent with merely

adequate facilities, and poor facilities for changing. In the interim years, pupils will go through their whole school career without the benefit of showering facilities; hardly an encouragement to enjoy sport. The committee saw evidence of good practice and facilities and there is great enthusiasm from the schools, the PE Advisers and the Sports Development Unit to improve the provision. However the intervening time delays in attracting funds and implementing new initiatives, and the bureaucracy involved in funding bids, mean that current pupils will never see the benefits.

The committee asked all witnesses whether timetabling problems affected inter-school competitions and the sharing of facilities. The Partnership Development Managers told the committee that part of the training that PE co-ordinators undertook curriculum planning. Gradually schools were beginning to share and work in partnership, which is the aim of the Education Directorate's Clustering of schools.

The sharing of facilities causes different timetabling problems. Even though a school may be next to a sports college with good facilities, these were usually being used by their own students during school time and therefore were only available to schools within their partnership outside of school hours.

Working with the non-maintained sector

In 2002, the Institute of Youth sport surveyed the outcomes of short-term physical education and sport related projects to promote partnerships between the maintained and independent schools, which had taken place in 2001/2. This was part of the Independent/State School Partnerships (ISSP) initiative which aims to promote genuine partnership between maintained and independent schools, to raise standards and to break down barriers and build bridges between the two sectors. Schools bid for funding for their projects, some for general sport and others to support the gifted and talented programme.²⁵ However, although there were benefits in improved ways of working through enhanced DfES funding the shared use of facilities was not a major outcome. There are independent facilities throughout Kent which are hired by Kent schools, but the committee found that these were on a business-like footing, with rent paid for the hire. . The current funding for ISSP reflects changed priorities, although the Hayesbrook School has received £15,000 to raise enthusiasm in Arts and Drama. Non-maintained schools may be required to show a commitment to the community in the future in order to retain their charitable status, so it should be possible to at least begin a dialogue with them to see if any further exchange of facilities and knowledge can be made.

Recommendation:

12. As part of the "extended schools" concept all schools across Kent, including the independent sector, should be encouraged to make a commitment to share facilities and expertise to increase participation.

4.5.4. Delivery of curriculum time

One of the barriers to increased participation at all levels has been the problem of timetabling within the demands of the national curriculum.

²⁵ 'Building Bridges: Independent/State School partnerships: physical education and sport related projects 2001-2002. – Institute of Youth Sport

It is not yet clear, through the lack of complete base line assessment, which schools are not delivering the target two hours within the curriculum. The current Sportsmark award requires only 1 1/2 hours within the curriculum to be delivered so although 63 Kent secondary schools hold this it cannot be a guarantee of adequate amounts of Kent sport within the curriculum.

Schools in established Schools Sports' partnerships are required to complete a short survey to indicate the number of hours of sport they provide, both in and outside curriculum time. This will measure baseline activity levels to enable government departments to assess progress towards national targets; but it can be used in Kent to measure against specific Kent targets.

Recommendation:

13. The collection of baseline activity levels of children's exercise should be continued and extended across the county.

It is clear that sports facilities are often not adequate, and it will be some years before funds allow standards to rise. However, since 1999, when David Hart, General Secretary of the National Association of Head Teachers, said that Sports facilities in state schools were "scandalously" poor, plans have been made and funds available to improve; the problem is for today's generation of school children this will come too late.

5. PROVIDING THE BEST OPPORTUNITIES TO ACHIEVE EXCELLENCE IN SPORT

5.1 *The National gifted and talented programme*

The talent ladder for sport is linked to the National programme for Gifted and talented children, used across all curriculum areas. The main aim of the Gifted & Talented programme in PE and sport in PESSCL is to establish pathways for talented young sports people to fulfil both their academic and sporting potential.

Schools must hold and up date a Gifted and Talented register. This should include at least the top 10% of pupils but these are spread across all the curriculum areas, including sport.

For athletes to succeed at elite levels in their training, they need to follow a structured programme. The one suggested by government policy was devised by Istvan Balyi, which has been adopted in many countries as most likely to succeed. (See figure 2)

Stage 2 of the training, at ages 10 to 13/14, is the **Training to Train** Stage where young athletes learn that the main emphasis is on learning the basics rather than competing. A 75% training – 25% competition ratio is recommended. Athletes who miss this stage may never reach their full potential through overemphasis on competition. Some athletes will want to further commit to become elite athletes, while others may prefer to become **recreational athletes** at this stage.

Stage 3 is the Training to Compete Stage and covers ages 13/14 to 17/18.

The training to competing ration is raised to 50:50 - with 50% of time spent in development of technical and tactical skills and 50% spent on specific training for competition. This involves high intensity individually tailored training programmes provided for athletes all year round. After children leave school they reach the fourth Stage – the training to win stage, where the focus of training shifts to optimisation of performance, before the fifth stage becomes the retirement or retraining Stage, when athletes may move on to sport-related careers

Once a young athlete has been identified as gifted and talented, they may move on to **Junior Athlete Education (JAE)**

JAE is a programme of **lifestyle management** for talented pupils who are playing sport at county level, possibly delivered through specialist sports colleges ‘families of schools’. They attend workshops, receive performance profiling and help with planning with their parents. There is specialised accredited training for teachers to mentor school’s talented athletes.

Multi-skill academies for Gifted and Talented (G&T) pupils are hosted at sports colleges nation-wide as part of a new three-year initiative funded by DfES. National performance camps, organised by the National Governing Bodies of sport are residential camps for G & T children who are members of national squads in Athletics, cricket, football, gymnastics, netball, rugby, swimming, tennis, and winter Olympic events. These provide top quality coaching and give opportunities for athletes to train and compete overseas or at domestic high performance centres, preparing them as competitors for Olympic youth championships.

The United Kingdom Sports Institute supports athletes at this level with a variety of consultants, coaching and advice. The base for the whole South East England region is Bisham Abbey near Maidenhead. There is now funding to support world class athletes and there are 'World class performance plans' for each sport for athletes at that level.

The committee learned about how talented athletes are nurtured in Kent. As described at primary level, identification of talent can be difficult, with provision patchy and transition from primary to secondary variable.

5.2. GIFTED AND TALENTED programmes in Kent

Gifted and talented programmes in School

The committee learned how the DfES and DCMS are committed to supporting the Gifted and talented programme, and then how it is being rolled out throughout Kent. One of the more advanced programmes is at Herne Bay High School:

Gifted and Talented programme – Herne Bay High School

- **Has Gifted and Talented Coordinator specifically for PE.**
- **Two lists of students:**
 - **Those at County level or above - with 19 students**
 - **The potentially talented and gifted – very able all rounders – which lists 48 students.**
- **Multi skills workshops run in the holidays for T & G students from Herne Bay High and the other partnership secondary schools.**
- **The Director of Sport is currently running multi-skills tests in primary schools to identify their T & G students.**
- **These will then be invited to attend multi-skills workshops in the holidays – as in the Angley Olympic programme.**
- **Those athletes on the programme are being supported by the Youth sport Trust Junior Athlete Education programme.**
- **Four staff have been trained to deliver workshops to students and parents, and are being trained as mentors.**

The Angley School at Cranbrook 's programme is used as an example on the Youth Sport Trust Talent Ladder web site.

In 2003/4, Ofsted inspectors visited 39 sports colleges nationally²⁶ to investigate the provision for gifted and talented pupils in physical education. One of their main findings was that implementation of the programme was varied and not fully developed. This national view applies to Kent, with only Angley, The Hayesbrook, Herne Bay High School and Canterbury High School established more than one year ago as sports colleges.

Recommendation:

14. All schools should be encouraged to include sporting, as well as academic talent, on their Gifted and Talented register.

²⁶ Provision for gifted and talented pupils in physical education 2003-04 - OFSTED

Aspiring sports colleges need to attain 25% grades A-C at GCSE before their applications to become sports colleges are accepted. In Kent, some High Schools are disadvantaged in their applications because of this, although they may be attaining good results with their pupils.

Becoming a sports college improves attainment levels partly because of the extra money that becoming a specialist school brings; but Kent High schools are trapped; if they cannot raise the GCSE standards sufficiently they cannot access the money to raise attainment higher.

Recommendation:

15. KCC should press government to remove the requirement to achieve 25% A*-Cs at GCSE before applying for Specialist sports college status, as this discriminates against Kent's High Schools.

5.3. Schools' sports associations

The Kent Schools' Sports Council is an overarching body, which supports 22 Schools sport associations. It was founded to support the Education Directorate in coordinating inter-school competition and promote the interests of school sport. The twenty-two members associations represent different sports, and some have been in existence for fifty years. The identification and nurturing of talented athletes has been one of the most developed and comprehensive elements of the School Sports Associations' work.

Able athletes can train in Kent, leading to involvement in County Teams for inter-county, regional and national competition. They can then become involved in national development groups with specialist coaches prior to international competition.

With the developments of coaching skills generally in recent years, they are able to have more high level, local coaches to help 'stretch' Kent performers rather than the need to travel long distances out of Kent for specialist support and development.

There is currently no link between the Kent Schools' Sport Council and the School Sports partnerships. They receive no funding from KCC in 2003/4, and the school sports associations fund themselves by charging the children to compete in inter-school competitions. If a county team goes to compete, or on a residential course, they must pay for the coaching, the residential accommodation and the transport. Sometimes children who cannot afford the fees are supported by their own schools. Because of lack of financial support, the volunteers who ran school sports associations are now dropping in numbers.²⁷ Of the twenty two sports, some have better organisational frameworks than others. Although there is a lack of large soccer clubs in Kent to support county athletes, the English School's Football Association has a well-organised structure and three centres of excellence at Charlton, Gillingham and Brighton.

²⁷ See Section 6.4 for budget position 2005/6-2007/8

5.4 Relationships with sports clubs

Many of the school sport associations are based on clubs, and use club facilities. At primary school, if children excel at sports through clubs, it is sometimes not known by the school. The Partnership Development Managers (PDMs) told the committee that some schools had PE specialists who took an interest in pupils outside school. These co-ordinators supported children who wished to be involved with sport outside of school hours, including taking children to clubs, and receiving feedback on them.

The PDMs felt that it was important to encourage schools to survey children's sporting activity both inside and outside school, without creating too much paperwork. Schools could identify young people with sporting interests wherever they were gained, share their experiences and celebrate their successes. One Partnership produces a newsletter which includes sections from children involved with sports outside school.

The PDMs, as a group led by the PE Advisory Service, have begun to adopt a county-wide strategic approach in preparation for when the full network of thirteen School Sports Partnerships are set up. Links between the County Sports Partnerships and clubs were improving but had a long way to go, before all schools and clubs were aware of the opportunities across Kent.

The committee learnt from sports clubs themselves that the links were not strong in every sport. Kent Schools Swimming Association felt that schools did not identify every child's physical sporting ability. 99% of swimming competitions were arranged by swimming clubs, and most schools use the clubs' sports coaching to enhance their sporting performance.

Amateur Football Clubs have closer links. Local schools allow clubs to mail parents, and through contacts with Gillingham Football Club tryouts can be arranged. Hundreds of children with ages ranging from under 6 to under 15 play for football clubs, girls playing in mixed teams up to 10 years old. Although protocol makes school teams and matches priority over club matches, football clubs advise schools which of their pupils are playing in a football team. Scouts visit club matches rather than school matches, so that clubs notify schools of tryouts with professional teams.

Although there are groups in the community such as Maidstone Borough Council Youth Sports Action Group (YSAG) which encourages school and club links, only individual enthusiastic teachers have highlighted a wider variety of sports and suggested pupils join clubs.

The Kent Schools Lawn Tennis Association told the committee that although 200 schools were affiliated to the LTA, only six responded to a request for information about good players, although hundreds of plays enjoy taking part in the Kent Annual Championships. They felt there needed to be more communication with schools.

The clubs who spoke to the committee were just a 'snapshot' of the thousands in Kent, but there is a clear lack of communication. The Kent Sports Development unit is uniquely placed, with its many contacts, to help the Partnership Development Managers with this. They are working with sports clubs to help them to gain Clubmark through the Kent Active Sports Partnership, which guarantees that a sports club is well organised and a safe place for children to go.

The committee found the provisions for gifted and talented children followed the pattern for the sport provision for all children; the best programmes were models of good practice. There is no evidence, unfortunately, of the numbers of talented children who do not achieve their full potential through their talent being unnoticed. The Schools Sports partnerships, when fully developed, will raise these standards. Currently there is no co-ordination with either the school clusters (for sharing best practice on establishing the gifted and talented register) or with Schools' sports associations (for sharing best practice with the talent ladder and club links). The links between sports clubs and schools need to be strengthened in some sports, particularly swimming, where schools are weak. Currently, sporting success largely depends on volunteer sports activists in the community and that only some schools add to the process of finding and developing talent. This should change in the future, but there is still a general dependence on the enthusiastic individual within schools to take effective action.

6. ENCOURAGING ENTHUSIASM TO PARTICIPATE IN SPORT

6.1. *Barriers to participation and strategies to overcome them*

In 1999, Sport England commissioned a large survey by MORI of young people and PE teachers. This assessed young people's participation in sports within the PE curriculum, including the amount of time devoted to PE, and aimed both to establish the extent to which young people participate in out-of-school sport and identify connected issues. They found that the number of sports young people participate in had marginally increased since 1994, but this was due to sport played out of lessons. Athletics was the most common activity in school, but swimming was the most popular sport out of lessons.

This was followed by a report in October 2001, the twin of that referenced in Section 3, which was a systematic review of research on barriers and facilitators: 'Young People and physical activity'²⁸

This survey showed the following:

Against sport	For sport
Felling embarrassed and self-conscious about the body	Feelings of well-being, enjoyment, avoiding boredom
Awareness of their image	Help with losing weight (especially girls)
Feeling of inertia (especially older girls)	Social benefits; making friends
Preference for non-physical activities	Being competitive and part of a team
Lack of time; too much homework	Increased confidence
Too expensive; no transport	Sense of achievement
No choice at school	

The committee interviewed asked their witnesses what helped them to encourage enthusiasm, and what strategies could increase participation.

6.1.1. **Embarrassment**

All witnesses who mentioned how embarrassed young people feel when playing sport stressed the importance of suitable sports kit. Herne Bay High School had studied this aspect and had commissioned a kit, which included a tracksuit, which could be worn for those who preferred this.

The school had gained sponsorship of £35 per pupil to subsidise the kit for parents. They found smart kit raised morale.

From the user's point of view, the representatives from Kent Youth Council had strong views on sports kit. Girls find skimpy kit embarrassing and this had been corrected by the more perceptive Sports Directors. Boys find the cost of branded T-shirts, rugby shirts and different types of footwear off putting.

²⁸ Young People and physical activity: a systematic review of research on barriers and facilitators – EPPI centre, University of London

6.1.2. Increasing participation throughout the school

The EPPI report on Young People and physical activity recommended that:

‘A whole school approach (i.e. one involving all members of the school community in developing and implementing health promoting changes in school organisation and structure) can be effective for increasing the physical activity levels of young women aged 15 to 16 years)’

Headteachers, Directors of sport, heads of PE, and young people had a variety of ideas for increasing participation.

The ‘whole school’ approach has been embraced wholeheartedly by some schools, Sports colleges have widened the choice of sports, introduced sports murals and prioritised expenditure on improved facilities, including changing rooms.

Headteachers believe that the whole school ethos is built up by strong leadership. The committee heard that there were two options for the senior management structure for sports colleges. While all Directors of Sport were assistant headteachers, and managed the Partnership Development Manager and the Head of PE in the school, only some were members of the senior management team. As a member of senior management team, the Director of Sport is in an ideal position to permeate sport across the curriculum.

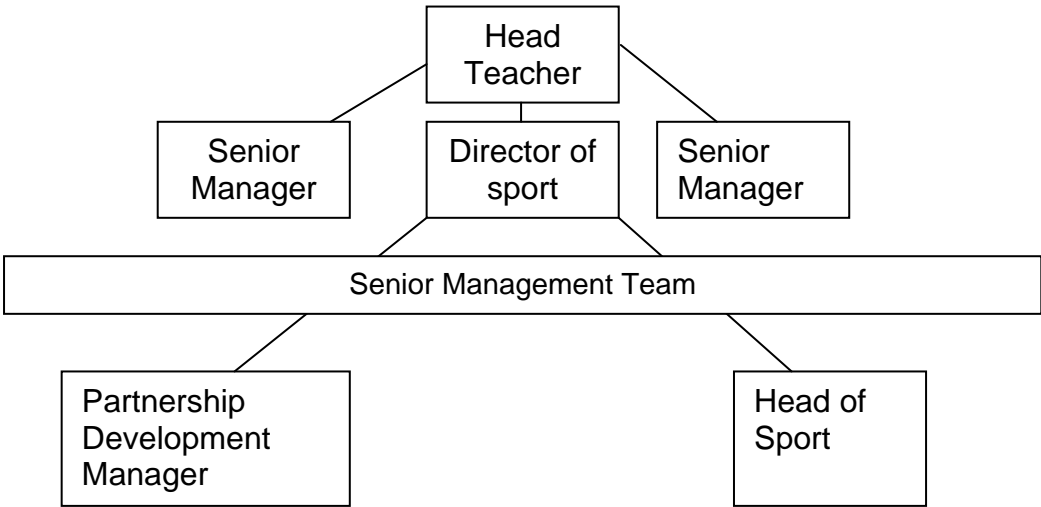


Figure 6 – preferred management structure for Sports Colleges

Sports colleges spread the ethos across the whole teaching team, some increasing participation by offering coaching courses, using the leadership routes of coaching, officiating and organising sport to engage young people.

The representatives from Kent Youth Forum would like a larger variety of sports offered at school. They mentioned swimming, team building activities, and visits to outdoor centres. They believed it was important to target what young people enjoy doing and try to link that with the opportunities for sport and activities that were available. They made the point that extra sport should never be given as a punishment.

This has been appreciated and addressed at for example, Herne Bay High, where the facilities include an indoor climbing wall, a good sports hall and a dance studio. The school employs a variety of sports staff with different expertise, using instructors for rock climbing and canoeing. They had found that some young people, particularly older girls, have a passion for the outdoors. To provide these facilities they have used community sports leaders. Their aim is not be too restrictive, but to look at the spirit of what the national curriculum is trying to achieve when planning their sports provision.

There is no doubt that with the extra money received for Sports College status gives an extra flexibility not available to other schools to spend on PE and sport. Aspiring sports colleges must raise £50,000 from sponsorship and when their application is accepted, receive a one off £100,000 capital grant and £126 per pupil recurrent funding per year for four years – (£129 from September 2005)

There are other funding streams available, and the committee investigated the complexity of sport funding.

6.2. Funding Chains

There is no doubt that there has been a huge investment in sport

To achieve this, the Government is investing £2 billion of public and National Lottery money in sport by 2006, including:

- £100 million in medal hopefuls for the Athens Olympics in 2004
- £459 million in school sport.

It is claimed that already £1.6billion has been invested – however the committee heard from several sources that this money had not reached the grass roots of sport. An expert witness told the committee that this was one of the highest investments in the world; yet our participation rates remained one of the lowest in the world. Because of the huge investment, it was not commonly accepted there was still an on-going problem in providing universal provision. Sport England told the committee that the structure of sport and its funding was overly complex. She compared the structure to a ‘bowl of spaghetti’ and it is shown in figure 6.

The movement to a new structure, as shown in figure 2, should involve a simplification of funding streams. The DCMS, in Game Plan,²⁹ published in 2002, made the following recommendations for funding:

- **Central Government** should establish a clear framework of accountability with funding bodies through revised funding agreements
- **UK Sport and Sport England** should be investors rather than deliverers of services, with savings going to the sports users
- Other **National Governing Bodies** and National Sports Organisations should have clear performance indicators, and be funded on the basis of delivery

²⁹ Game Plan: a strategy for delivering Government’s sport and physical activity objectives – Dec. 2002

- There should be a non-directive approach to **local provision**, with more use of public health focused targets and Public Service Agreements.

The committee found that funding was still very complex, with The National Governing Bodies (NGBs) for sport tasked with compiling whole sport plans to justify their funding. This strategy should ensure that the proliferation of governing bodies for sport should cease and only the most professional will attract funding. NGBs submitted final plans by 1 November 2004. Sport England told is studying how best to deploy resources to reach grass roots. They believe the regional structure enables lottery funding decisions to be made on a more local basis.

Expert witnesses suggested one answer would be to cut back on the number of Quangos³⁰ and organisations that claim to represent sport and were the main recipients of funding. The advantages of maintaining two organisations – both Sport England and UK Sport to represent both sport and participation, were not sufficiently clear.

Some sport National Governing Bodies are able to invest in school sport, and the ECB (England and Wales Cricket Board) has produced the OWZAT pack, which is used throughout primary schools as a teacher resource. The Football association, and Rugby Football Union were also commended for the amount of funding they invested at school level.

Schools sports associations do not receive any money from National Governing bodies, and in fact must pay fees if they wish to be affiliated to their NGB. Funding to encourage participation is more easily accessed into sport from Sport England at District Council level, and this is where some of the interesting developments have been seen.

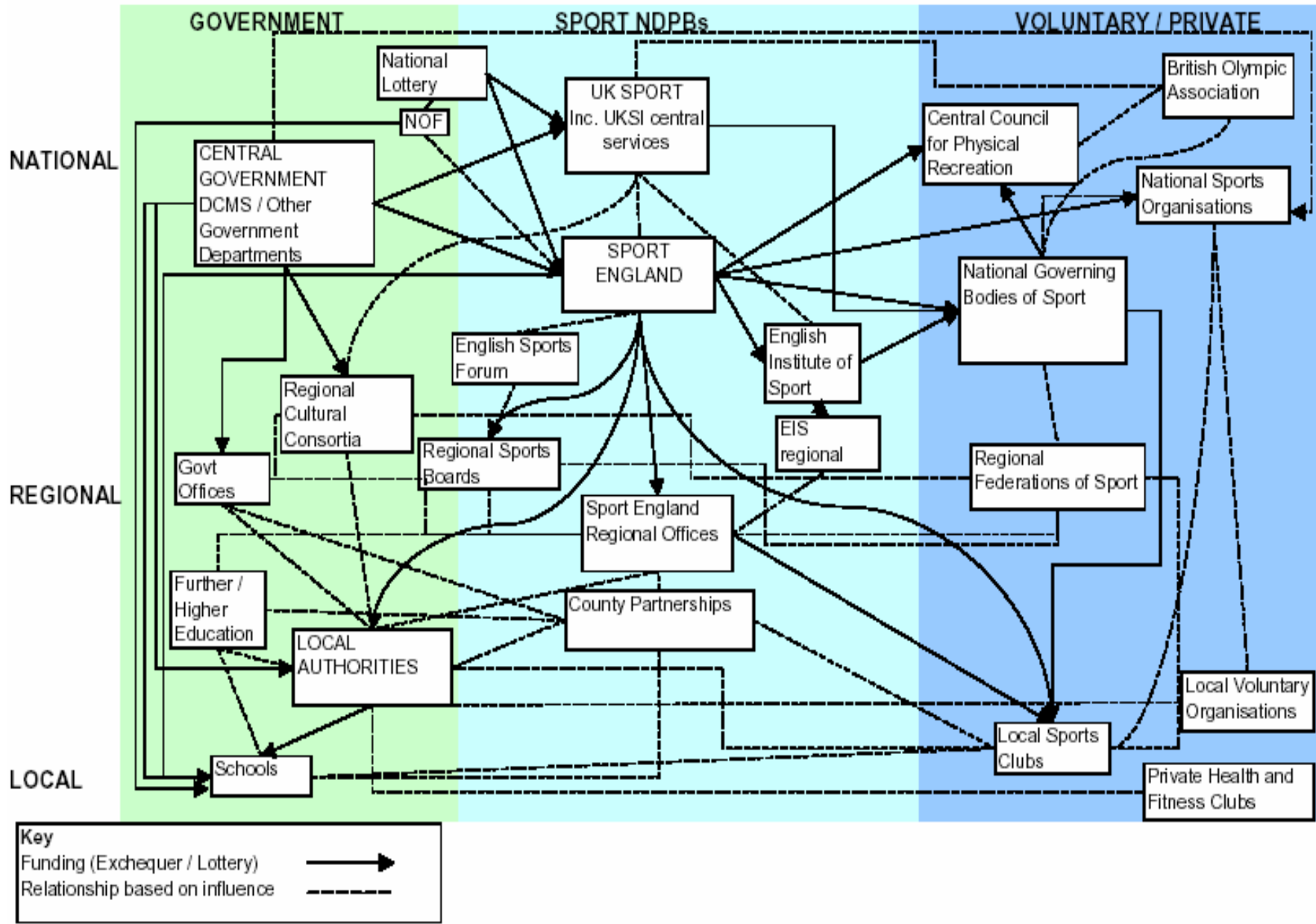
Recommendations:

16. KCC should show that current national and sport specific structures do not maximise participation and urge the government to simplify the structure to enable funding to reach grass roots athletes.

17. The LEA must maximise funding through sponsorship, Private Finance Initiatives, match funding, funding for small projects, etc. in order to increase participation.

³⁰ qua(s) n(on-)g(overnmental) o(rganization).]

Map of Sport in England



Most inter-school competition is organised through school sport organisations, on a voluntary basis with, financed by pupils' contributions. Witnesses believed that it was possible to sponsor more inter-school competitions and to give these publicity and coverage. They felt not enough was being done to encourage young people who were not of a high sporting standard, so that only elite athletes played other schools. The Kent Schools' Sports Council felt Sports Development officers in District councils sometimes duplicate existing sports events. However the committee found that at District Council and Schools Sports partnership level, participation was being actively encouraged and funding was available.

The Schools Sport associations had found genuine problems with timetabling. In some localities – e.g. Folkestone –schools have tried joint timetables to make inter-school competition possible. It has been found practically impossible, because of staff availability. However they sometimes do manage to organise events collaboratively – for instance the inter-schools competition for netball was within the school day.

Timetabling is very complicated, but co-operation between secondary schools could contribute massively to raising sporting achievement. School clusters and district council areas could explore whether year groups could have the same sports afternoon to foster inter-school competition would thrive, at least for some tournaments within the school year.

18. The LEA should contact county and National Governing Bodies of sport and schools' sports associations to discuss ways of improving relationships and coaching standards.

6.3. *Sport in the community*

The Kent Youth Games, organised by KCC Kent Sports Development Unit, and funded by Sport England, took place over six days in summer 2004 at locations around Kent. Teams represented District council areas, and trained hard at sessions organised by District council Sports Development officers.

Each school attending was given up to 5 training sessions in each sport, and then the young people were selected by the coaches to represent their local authority in the event. In London, the BAA Heathrow London Youth Games provide a much larger forum for young Londoners to compete against each other. The success of these games, funded partly by sponsors, shows how the Kent Youth Games could develop in the future.

In Kent, links between schools and District Councils Sports Development officers vary because they have varying roles, priorities and budget sizes. The Maidstone Youth Sports Action Group is one example of a voluntary group consisting of members of the Maidstone community involved in developing sporting activities. The membership includes local clubs, coaches, teachers, businesses and Maidstone Borough Council representatives, working towards increasing the opportunities for young people to become involved with sport at their chosen level.

6.4.1. Links between schools and sports clubs

These sessions ran alongside events sponsored by KCC and National governing bodies. For example:

Sandwich Town Mini Cricketers take Kent Title

Sandwich Town Under 9s are the club Kwik cricket champions for 2004. They defeated Dover district neighbours Nonington by just four runs in an exciting final at Gore Court, a multi-sports club at Sittingbourne.

Nearly two hundred boys and girls aged 6-9 years, playing in specially designed coloured T-shirts, took part in the Gore Court final. Eighteen cricket clubs were represented from an original entry of 34 clubs.

David Sear, Kent Cricket Development Officer, said, "It was marvellous to witness, along with masses of parents, the colourful sight of dozens of keen little cricketers playing their hearts out on nine pitches on the outfield at Gore Court. These under nine year olds are our future and it means that club cricket is in a very healthy state at the present time."

These successes were not mirrored everywhere; the representatives from Kent Youth Council did not feel that sports clubs links were fostered in their schools. Joining a sports club or going to a private gym was daunting for a young person alone, especially if they were not confident about their fitness. This was particularly marked where schools only encouraged high achievers. Young people were concerned about the cost of extra equipment, particularly suitable footwear for growing teenagers. Although schools had taster sessions in more unusual sports and activities, it was difficult to take this further because of transport difficulties.

The committee heard from the schools who attended the committee sessions, about the links they had fostered with the community. Sports³¹ colleges have been praised for their involvement with the community, and this has also been embraced by the Community colleges. A typical Community College is open four out of five nights a week and provides sport after school. They will host several clubs in a wide variety of minority sports, possibly including martial arts and Boxing. Where young people want to be take part in sports like skate boarding they are open to suggestions and will study the practicality of providing other sports. The message that these schools give to the community is that they are a facility which has accommodation available after 4.00 p.m. for use by the community.

Sports colleges with enhanced facilities try to base as many local sports clubs at their schools as they can. They are able to rent out the facilities at subsidised rates, so they can identify gifted and talented pupils through the club structure. Examples are Herne Bay's fitness suite open to the public at subsidised rates for parents, and badminton, martial arts and gymnastics clubs, and Swan Valley hosting netball, cricket, dance and football clubs for both girls and boys.

The Sports Development Unit felt that the future lay in larger, stronger multi-sport clubs. An example of this is the multi-sport club based at Angley School – they have links with two local cricket and football clubs as well as a rugby club.

³¹ Specialist Schools: An evaluation of progress - Her Majesty's Inspector of Schools| October 2001

The feeling from the sports clubs interviewed varied. Kent Schools Swimming Association, not surprisingly, would like to see swimming given more priority, with more teachers qualified as swimming coaches, and more money to go to swimming pools and transport costs.

Football Clubs felt that local schools do encourage participation. Although where teachers lack basic sports skills themselves, qualified coaches could be used to teach the teachers – and thus be “fit” role models for pupils.

Although parents play an important part in encouraging and enable children to play sport in clubs, witnesses felt that there is not always sufficient contribution from regional sports association. Witnesses agreed on the lack of communication between sports bodies offering activities and schools. The While the Lawn Tennis Association have set up City Tennis Clubs linked to schools, and currently wants to be pro-active in getting sports in place for the expanding population of Ashford, the Schools Lawn Tennis Association felt that child protection regulations and stringent rules made trips from school more difficult, especially when transport has to be arranged. They had also found different schools interpret and implement policies differently. They had found that that some schools confuse the activities of BSTA (British School Tennis Association) and Kent Sports Lawn Tennis Association. Given the multiplicity of sporting bodies and clubs in Kent, this is perhaps not surprising.

Recommendation:

19. The LEA should increase the variety of activities, skill levels, shared facilities and involvement in the community, especially outside school hours and in school holidays by strengthening links with local sports clubs

6.4.2. Extended Schools

Within ‘Game Plan’,³² DCMS recommended that school premises should be opened for use by the wider community to make better use of their facilities, Kent launched its Community School Development initiative in May 2003.³³

This is one element of the strategic approach being taken by the County Council to support independence and tackle the culture of low aspiration.

KCC believes that building links between schools, pupils, parents and their communities is central to both educational attainment and social well being.

This strategy supports school clusters that are working collaboratively to provide community provision. The concept of the ‘Extended School’ was announced nationally in March 2003, with £52m funding nationwide provided by DfES. Extended schools provide traditional education as well as Social Care, healthcare, childcare and adult education.

Kent launched its Community School Development strategy 2004-2007 in September 2004.

By 2006, Kent is expected to have in place six full service extended schools.

³² Game Plan: a strategy for delivering Government’s sport and physical activity objectives.

³³ Kent Community School Development Strategy 2004-2007

The overarching objective of the strategy is to:

‘Support all children and young people to develop into independent adults with the skills necessary to thrive in the 21st Century and contribute to their communities through good citizenship.

Its priorities are:

- Early years and childcare,
- citizenship,
- extending the curriculum,
- healthy schools,
- lifelong learning,
- preventative services,
- study support and
- parental involvement in schools.

Extending the schools’ sporting facilities to the people in the community is not one of the main priorities, however in practice this is one of the most obvious ways to involve them. Sports colleges, with their improved facilities, will be in a good position to ensure this.

One target within the Healthy schools priority (the National Healthy Schools Standard) is to increase the number of pupils in Kent Schools spending two hours or more per week on high quality physical activity within and beyond the curriculum, but the sports colleges will already be attaining this target.

Pent Valley is the first pathfinder extended school in Kent, and, additionally to becoming a technology college, is having a sports hall built. One of the difficulties in sharing school facilities within Kent has been the standard of schools’ sports facilities in the past that they were not of a high enough standard to appeal to young people or adults to visit in their leisure time. The Extended schools movement will ensure schools will be open longer; the community will use sports facilities when they are up to modern standards. The Community Schools Budget gives £30,000 of funding per year to the Sports Development Unit to provide advice on community use in schools.

Working together, the PE Adviser, the Sports Development Unit and the Community Development Unit have obtained an allocation of £500,000 over three years for providing services out of school hours. This will provide holiday schemes on school sites, increase coaching out of school hours, and enhance the funding of school sport associations, and provide new and improved hard play areas on primary school sites.

20. As School Sports Partnerships develop, they should work with the Community Development Unit to increase the diversity and extent of community and sports use by encouraging and measuring the levels of use of, shared school and sports clubs facilities

6.4.3. Future funding

The main source of funding for new facilities is currently the ‘**Big Lottery Fund**’ which combines what was the New Opportunities Fund (NOF) and the Community Fund. The Sports Development Unit, working together with colleagues in Education

Property and alongside the PE advisers, has successfully bid and received grant offers totalling over £3 million in the latest wave of grants from the PE and Sport programme to improve school sports facilities across the county. This funding stream is guaranteed up to early 2009.

For Secondary Schools, the Building **Schools for the Future** initiative will provide new or improved school buildings. This allocates a total of £2.1bn capital investment in the first wave of a programme which will benefit 200 schools. Although Kent is not in the first wave, its bid has been submitted and a response is expected by November 2004. Care has been taken when formulating the bid to ensure that facilities will be suitable for community use. Extra spaces will be allowed for this when schools are rebuilt.

Another way forward is the building of sports halls which can be used for several primary schools and the community. Hersden Community Primary School, Canterbury has obtained a Lottery Grant of £503,150. This grant will provide a new one-court sports hall and changing areas for the school and community. The new facility will enable new opportunities for sport amongst the community. Hersden will be working with Chislet and Hoath, two local primary schools, to share the new facility to benefit a greater number of children in the area.

An expert witness told the committee about the concept of 'Children's palaces' in China, where top quality sporting facilities are based for schools to use. Although travel and time are always difficult at primary level, the building of joint sports halls is one way in which scarce resources could benefit more children. It also gives small schools a chance to take part in inter-school competition.

7. ACHIEVING FITNESS FOR A HEALTHY LIFE

7.1. Nutrition at school

The members of the committee were interested in the whole concept of fitness for school children, and this involved the quality of the food they ate, including food provided by the school.

7.1.1. In Primary Schools

Control was obviously easier to maintain at primary schools. Primary schools who spoke to the committee allow their children to drink water when they need to. They are able to encourage parents to provide the children with healthy foods in their lunch boxes and bring fruit. The School Fruit and Vegetable scheme, now funded by the Department of Health, provides a free piece of fruit for all 4 to 6 year olds.

At secondary level, the committee heard that encouraging teenagers to eat healthily was not easy. The representatives from the Kent Youth Council told the committee that where healthy options were introduced, they could be much more expensive than the other food on offer at school and therefore children went for the cheaper option which tended to be chips.

7.1.2. The secondary schools all struggled with the problem, with varying degrees of success. Herne Bay High had a designated healthy eating centre, providing salad, baked potatoes and pasta. They felt that this, coupled with the health agenda on the PE course, demonstrated the need for diet and exercise. They ran their own catering, rather than using a contractor, in order to ensure that healthy food was provided rather than fast food which may have a higher profit margin.

At other secondary schools, there was a need for parental awareness of the need for good diet to support their children's activities. Many children arrived at school having not eaten breakfast and with crisps, chocolate and fizzy drinks to get them through the day. On this diet they found it difficult to concentrate in class for any length of time or have energy for good participation in physical activities. On leaving school at the end of the day, they visited fast food outlets to spend the money left out for them by working parents. Providing a healthy option is only half the battle – pupils have to be encouraged to choose it, and many children still do not link diet with sport. Where children are obese, they were encouraged to participate in at least part of an activity, which was an important factor in starting to tackle this. All children were encouraged to try, and some who would previously only manage 10 minutes of a 30 minute lesson were now able to manage 20 minutes.

Although there was an awareness of the responsibility of schools to ensure that healthy food was supplied, some schools did not want to get involved in catering. All schools will struggle with this issue until the healthy eating ethos is spread through the whole of society, and this is out of their control.

21. Achieving fitness for a healthy life can only be achieved if young people continue to remain active by playing sport or taking part in exercise activities after they leave school, and as adults, are fully involved and understand the importance of exercise and healthy food.

(a) The Sports Development should make every effort to extend participation recorded in the Activity Passport by either direct activity or coaching activities.

(b) The Health and Education partnership should be requested to advise on healthy eating in secondary schools.

7.2. Club links for young adults

The committee also looked at how children could be encouraged to pick up sporting habits that they would take with them when they left school. If there is sufficient choice of sports at secondary level, most pupils will find something that they enjoy, and be tempted to continue after school. However, there is a lack of research and evaluation of initiatives to demonstrate this. The EPPI centre report³⁴ found that few studies had looked at whether their PE experiences at school age affected their life long participation. Without any proven link, the committee nevertheless found examples of facilities at schools involving older teenagers and adults.

Some schools hold keep fit classes for adults and also include junior sessions, and the links with clubs have already been explored in Section 5.4 and 6.4

A central point of the community schools programme was to make better use of facilities. Witnesses felt that coaches could be drawn from the group of semi-professional sportsman within the area, who would be willing to get involved if there was an organised programme to bring up the level of coaching in schools.

The National Coaching Certificate (NCC) will give coaches a nationally recognised professional and transferable qualification for the first time. The qualification is being designed by Sports Coach UK, working with National governing bodies, UK Sport and Sports councils, and will lead to coaching gaining a career development structure. The appointment of coaches and instructors on different hours from teachers – starting later and finishing in the evening after clubs, could be an option for some PE teachers when schools are open into the evening.

Recommendation:

22. The LEA should encourage the development of the National Coaching Certificate and the establishment of coaching as a professional, structured career.

Links were being made to voluntary organisations through the Youth Service, but witnesses felt that more could be done. The Youth Service's website does provide clear information at the sports available at all its sites, with a simple and effective search facility.

Kent is one of nine counties piloting the School-Club links strand of the PE and School Sports Club links Strategy. The Kent school-club links pilot projects began in autumn 2003 with seven national governing bodies of sport producing implementation plans for a national rollout. The seven sports are football, rugby, cricket, tennis, [Gymnastics](#), [Athletics](#) and [Swimming](#).

³⁴ Young people and physical activity: a systematic review of research on barriers and facilitators

The Sports Development Unit, as this strategy progresses, and building on their existing club contacts, could extend its remit to healthy activities including leisure clubs, and gymnasiums. As schools up-date their facilities there will be an increasing move towards their developing fitness suites for the community.

One difficulty that the committee found was the lack of liaison with Further Education Colleges; young people who go on to further education do not have sport as part of the curriculum and there is no communication between the colleges and schools about shared facilities or club links.

7.3. Taking sport forward after school

If club links are strengthened, young people will join a club while at school and continue to do sport afterwards when they have made friends. This is particularly easy if the club is based at the school, and encourages a pride in the school facilities, protecting them from vandalism. Other young people may prefer individual sports like aerobics, Yoga, or outdoor sports. If an interest is kindled at school by providing as many options as possible, together with opportunities to learn how to take up these sports and how to continue them, there is more chance that they will do this. There are a whole range of government initiatives to encourage Britain to become a sporting nation, but the situation is complex and will not be solved quickly.

8. CONCLUSION

8.1. What schools need to help them

The committee found that schools need to make commitments before they can deliver high quality PE and School sport. In the committee's view, some of these will be delivered within the next two years. At primary level, however, it will be 2007/08 before all schools are within a school sports partnership.

It will be 2010 before the full scheme rolls out and the last child receives the full benefit of the scheme.

Commitment needed	How this can be achieved	When?
Sufficient human resources of the right quality – PE staff/coaches, sports leaders, volunteers, adults other than teachers	Use of PE Advanced Skills Teachers Recruitment of more coaches and volunteers, increased club links	2007/08 before all schools within a Schools Sports partnership
Sufficient money	All schools within active Schools Sports partnership	2007/08 before last primaries included.
Enough equipment of the right type	Continuing use of TOPs programmes	On-going
Enough space and good facilities	Building Schools for the Future	15-20 years for secondary, continuing Lottery funding for other secondaries and primary
Time within, and outside the curriculum.	Innovative strategies,	Establishment of partnerships will help
Easily available information about good practice.	School clusters to co-ordinate with SSCos	As soon as practicable

The Partnership Development managers were very supportive of the system and said that only five years ago teachers who were trying to deliver PE had no outside support. Schools Sports Colleges and School Sports Partnerships had led to great improvements. Even after one year, one teacher had told the PDMs that School Sports Colleges were “the best thing that had happened in my career”

Success will be achieved by increasing the number of schools involved in a schools sport partnership above current government targets, and to aim for all of Kent's School Sport Partnerships to be working towards achieving Sports Partnership Mark by April 2008. The most effective way improve school sport was the speedy establishment of School Sport partnerships, coupled with improved coordination and liaison throughout KCC. A simplification of organisation and funding would enable resources to be targeted more efficiently. This would ensure that those enthusiastic

sports teachers who currently feel isolated would feel supported to continue in their valuable work.

By setting a challenging target for the amount of PE and school sport, Kent schools will show their commitment to improving the activity levels of their pupils and thus their health.

Recommendation:

23. The Public Service Agreement targets two hours per week of PE and sport. In addition the LEA should challenge all schools to arrange for all pupils to participate in sport or physical activity for a further two hours a week in or outside the school day.

APPENDIX 1 – Review Programme

Date	Witness
Wednesday 22 September 2004	Chris Hespe – Sports Development Director
	Carrie Beech – Physical Education Advisor
	Professor Richard Bailey – Education Lecturer, Christchurch College Canterbury
	Dr Kate Woolf-May, Research Fellow in the Dept Sport Science, tourism and Leisure at Canterbury, Christ Church University College
Friday 24 September 2004	Grahame Ward, Assistant Director Resources
	Robert Straker, Head Teacher – Anthony Roper Primary School
	Danny O’Donovan – Head Teacher – Herne Bay High School (Sports College)
	Matt Tompkins – Head of PE – Swan Valley Community School – Applying for Sports College Status
	Marisa Newton – Head of Community Development
Tuesday 28 September 2004	Sharon Hendy – Head of PE at Alyesford School
	David Rowe – Head of PE - Hayesbrook School (Also involved with the Gifted and Talented Programme)
	Steve Grainger – Managing Director (Youth Sport Trust)
	Representatives from the Youth County Council
Thursday 7 October 2004	Paul Carter – (Cabinet Member for Education Services and Pupil Services)
	Steve Padfield (Senior Sports Development Manager) and Lisa O’Keefe (Head of Sports Development (Delivery)) – Sport England)
	Helena Sullivan-Tighe – Head teacher – Whitstable High School (Secondary School near a Sports College)
Monday 11 October 2004	Maeve Dalton – Partnership Development Manager
	Chris Hespe
	Carrie Beech

Visits - Monday 4 October 2004

Venue	Relevant issues to be viewed
Hayesbrook School TONBRIDGE	Advantages of being a Sports college New Facilities shared – sport across the curriculum
St Peters CE Primary TUNBRIDGE WELLS TN2	Difficulties of primary schools with no facilities
Minterne Community Junior School SITTINGBOURNE	Primary school working independently with good PE programmes (Nearest sports college Herne Bay)
Barrow Grove SITTINGBOURNE	School Sports Facilities are made available to the local community – after school.
Herne Bay High HERNE BAY	Facilities gained from being a Sports College and use of these by surrounding secondary and primary schools.
St Stephen's Junior School CANTERBURY	Junior school with good PE programme.

Further visits

Martyn Styles & Alan Philpott	Kent Schools Sports Council
Beverley Connolly	Kent Schools Swimming Association
Steve Feakin	Castle Colts Football Club (Allington)
James Brumer	Cobham Manor Riding Centre
Sue Bamford & Mary Evans	Kent Schools LTA

Appendix 2 – Glossary

Sport in Schools – Glossary of Terms

<p>ACT: Activity Co-ordination Team: The Department for Culture, Media & Sport (DCMS) and the Department of Health (DH) are jointly leading a cross-Government team to develop a national Delivery Plan for physical activity and sport by Spring 2004. (The publication of this plan has been delayed)</p> <p>Its core target, set by Game Plan, is to increase participation in sport and physical activity to 70% of the population by 2020, particularly among:</p> <p>economically disadvantaged groups school leavers women and older people</p> <p>The Delivery Plan will provide the foundation for a long-term national physical activity and sport strategy for England, however, it will be informed by evidence of what works both in the UK and internationally. At the regional and local level we are working to develop joined up approaches to increasing levels of physical activity. ACT will build on learning from across the public, private and voluntary sectors to determine how the individual strands of sport and leisure, education, workplace, travel, environment and healthcare might contribute to the 70% target.</p>	
<p>Continuous Professional Development (CPD)</p>	<p>Further training for qualified teachers</p>
<p>DCMS – Department of Culture, Media and Sport DfES – Department for Education and Skills DoH – Department of Health</p>	
<p>Extended schools</p>	<p>Provide traditional education as well as Social Care, healthcare, childcare and adult education enabling schools to be open much longer hours.</p>

EYES - 2004 the European Year of Education through sport

The main aims of the European Year of Education through sport are to raise the awareness of educational and sports organisations of the need for cooperation to develop education through sport and its European dimension, bearing in mind the great interest shown by young people in all types of sports;

- to take advantage of the values conveyed by sport to increase knowledge and skills, enabling young people to develop their physical capabilities and inclination to personal effort, as well as social capabilities such as teamwork, solidarity, tolerance and fair play in a multicultural context; to raise awareness of the positive contribution made by voluntary work to informal education, particularly for young people;
- to promote the educational value of mobility and pupil exchanges, particularly in a multicultural environment, through the organisation of sports and cultural meetings as part of school activities;
- to encourage the exchange of good practice concerning the potential role of sport in education systems in order to promote the social inclusion of disadvantaged groups;
- to establish a better balance between intellectual and physical activities during school life by encouraging sport in school activities;
- to examine the problems linked to the education of young sportsmen and women engaged in competitive sport.

For example - Developing School to Club Links - Essex County Council

This project will develop close ties between schools and local sports clubs to encourage youngsters' participation in different sporting activities. It involves partnership between eight district councils and three Sports Colleges, together with local club coaches and will include training for teachers, leaders and club coaches, helping to create 27 links between schools and clubs.

Fitness

The World Health Organisation (WHO) defines fitness as: "*The ability to perform your normal daily tasks with vigour and alertness and without undue fatigue, with enough energy left in reserve to cope with any emergencies that may arise or to follow the leisure pursuits of your choice*"

Gifted and talented

'Gifted' refers to those with high ability or potential in academic subjects and 'talented' to those with high ability or potential in expressive arts, music or sport. 'Gifted' is taken to mean a broad range of achievement at a very high level, often accompanied by very well developed learning skills. 'Talented' is usually taken to refer to one or more specific talents, such as sport or music, and not necessarily across all areas of a pupil's learning.

Gifted and Talented Register	A list of at least 10% of a school's pupils, listing the most gifted and talented in academic subjects and sport.
Health and Education partnership	Supports schools in becoming healthier through promotion of the Healthy Schools programme to tackle health inequalities, promote social inclusion and school improvement.
National Coaching Certificate	A 5 level UK wide qualification being established in 2004 in 20 sports initially which will give transferable skills to the holders.
National Governing Bodies	
National Governing Bodies	Bodies representing specific sport nationally, responsible for compiling whole sport plans to justify their funding. Support elite athletes; coach, some provide help for school age children.
OSHL Out of School Hours Learning	
PE Advisory Service	Advises schools on all PE curriculum issues.
Private Finance Initiative	Initiative aimed at increasing private sector involvement in the provision of public services. Private companies may design, build and finance a school, which pays an annual fee to them under a long-term operating contract for the services.

PSA Target agreed between DfES and DCMS

2005 TO 2008 PE AND SCHOOL SPORTS PUBLIC SERVICE AGREEMENT

Enhance the take-up of sporting opportunities by 5 to 16 year olds so that the percentage of school children in England who spend a minimum of two hours each week on high quality PE and school sport within and beyond the curriculum increases from 25% in 2002 to 75% by 2006 and to 85% by 2008, and to at least 75% in each School Sport Partnership by 2008. (A joint target set for the Department for Education and Skills with the Department for Culture, Media and Sport).

Public Service Agreement	Negotiated measurable goals between local authorities and government to assess effectiveness and desired outcomes. Achievement brings greater freedoms over allocation of resources.
School Clusters	A group of schools within a geographical locality, usually two clusters within each District Council Area, with a Headteacher management board, a budget of £30,000, and staff deployed from LEA.
School sports partnerships	Partnerships based on a Specialist Sports College, with groups of secondary schools and primary or special schools clustered. Receive £270,000 p.a. for a Partnership Development Manager (PDM) and release time for teachers in the cluster family.

Sport:

This definition, written by the Council of Europe, is used throughout Government policy documents and is also used by KCC's sport development unit in its strategy:

'All forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and well-being, forming social relationships, or obtaining results in competition at all levels'

Specialist Sports Colleges

A specialist system is being created in which every secondary school has its own special ethos and works with others to spread best practice and raise standards. Sport is one of 10 specialisms within the Specialist Schools programme. Specialist schools are maintained secondary schools that receive additional funds (they raise £50,000 (the target for smaller schools is less) from sponsorship and receive a £100,000 capital grant and £123 per pupil recurrent funding per year for four years). They focus on a particular curriculum area, e.g. PE and sport, and deliver a four year development plan to raise whole school standards. Specialist status has been guaranteed for all schools that meet the standard to enter the programme.

Sports Development Unit

KCC unit in Community Services, providing a planning and strategic function for sport. Advises schools on sports facilities & community use, liaises with clubs & sports organisations.

United Nations General Assembly adopted resolution A/Res/58/5 proclaiming

"2005 as the International Year for Sport and Physical Education, as a means to promote education, health, development and peace", and inviting governments "to organize events to underline their commitment and to seek the assistance of sports personalities in this regard".

This proclamation arises from the follow-up to the third International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport, which was held from 30 November to 3 December 1999 in Punta del Este, Uruguay. In accordance with the declaration issued by this Conference, a round table of ministers responsible for education and sport was held at UNESCO Headquarters on 9 and 10 January 2003 for the purpose of carrying out a mid-term evaluation of the follow-up to that Conference. The round table adopted a number of provisions, placing particular emphasis on:

1. The need to strengthen physical education and sport in education systems in order to respond to the worldwide crisis in this important field, which must be regarded as a vital component of educational quality, having regard to the commitment by governments to give genuine priority to physical education and sport within their ministries so that it may become a significant factor of well-being, development and progress for the population at large;

2. The preservation and promotion of ethical values linked to the need for an international convention against doping in sport (under preparation in UNESCO); and
3. The proposal for the proclamation of 2005 as the International Year for Sport and Physical Education by the United Nations General Assembly.

Members were asked to:

'take the necessary steps to give high visibility to the activities forming part of the celebration of this International Year for Sport and Physical Education and to ensure the greatest possible impact at the national, regional and international levels.'

APPENDIX 3 – Schools with ActiveMark and SportsMark

Schools which have achieved 'Activemark' – all within primary sector

The following schools have been successful in achieving Activemark status:

	SCHOOL	DISTRICT	AWARD	DATE	RE-APPLY
1	Adisham Church of England Primary School	Canterbury	ActiveMark	1-Jul-2003	1-Jul-2006
2	Amherst Primary	Sevenoaks	ActiveMark Gold	1-Jul-2001	1-Jul-2004
3	Boughton Monchelsea Primary School	Maidstone	Activemark	1-Mar-2004	1-Mar-2007
4	Bower Grove Special School	Maidstone	Activemark	1-Jul-2002	1-Jul-2005
5	Brenchley & Matfield CEP School	Tunbridge Wells	Activemark	1-Mar-2004	1-Mar-2007
6	Briary Primary School	Canterbury	Activemark Gold	1-Mar-2004	1-Mar-2007
7	Callis Grange Nursery & Infant School	Thanet	Activemark Gold	1-Jul-2004	1-Jul-2007
8	Chiddingstone C of E Primary School	Sevenoaks	Activemark	1-Nov-2003	1-Jul-2006
9	Chilham St Mary's CE School	Ashford	Activemark	1-Jul-2004	1-Jul-2007
10	Christ Church CEP School, Folkestone	Shepway	Activemark	1-Mar-2004	1-Mar-2007
11	Cranbrook CEP School	Tunbridge Wells	Activemark Gold	1-Nov-2002	1-Nov-2005
12	Davington Primary	Swale	Activemark Gold	1-Nov-2002	1-Nov-2005
13	East Church CE Primary School	Swale	Activemark	1-Mar-2003	1-Mar-2006
14	Edenbridge Primary	Sevenoaks	Activemark	1-Nov-2001	1-Nov-2004
15	Four Elms Primary	Sevenoaks	AM	1-Nov-2001	1-Nov-2004
16	Hadlow Primary School	Ton and Malling	Activemark	1-Mar-2003	1-Mar-2006
17	Ham Street Primary	Ashford	Activemark Gold	1-Jul-2001	1-Jul-2004
18	Herne Bay Junior School	Canterbury	Activemark	1-Nov-2002	1-Nov-2005
19	Herne Church of England (Controlled) infant school	Canterbury	Activemark Gold	1-Nov-2003	1-Jul-2006
20	Hextable Juniors	Sevenoaks	Activemark Gold	1-Mar-2003	1-Mar-2006
21	Holy Trinity & St John's School	Thanet	Activemark Gold	1-Mar-2003	1-Mar-2006
22	Horsmonden Primary School	Tunbridge Wells	Activemark	1-Jul-2004	1-Jul-2007
23	Kingsdown and Ringwould	Dover	Activemark	1-Jul-2001	1-Jul-2004
24	Laddingford Primary	Maidstone	AM	1-Mar-2001	1-Mar-2004
25	Langdon Primary School	Dover	Activemark	1-Mar-2004	1-Mar-2007
26	Lenham Primary School	Maidstone	Activemark	1-Mar-2004	1-Mar-2007
27	Luddenham School	Swale	Activemark Gold	1-Jul-2004	1-Jul-2007
28	Lydden Primary School	Dover	AM	1-Mar-2003	1-Mar-2006
29	Milestone School	Dartford	AM	1-Mar-2002	1-Mar-2005
30	Minterne Community Junior School	Swale	Activemark Gold	1-Mar-2004	1-Mar-2007
31	Molehill Copse Primary School	Maidstone	Activemark	1-Jul-2003	1-Jul-2006
32	Paddock Wood Primary School	Tunbridge Wells	Activemark	1-Jul-2004	1-Jul-2007
33	Palace Wood Junior School	Maidstone	Activemark	1-Jul-2004	1-Jul-2007
34	Palm Bay Primary School	Thanet	Activemark	1-Jul-2004	1-Jul-2007

35	Pembury Primary School	Tunbridge Wells	Activemark	1-Jul-2003	1-Jul-2006
36	Plaxtol Primary School	Sevenoaks	Activemark	1-Jul-2003	1-Jul-2006
37	Ridge View	Ton and Malling	Activemark	1-Mar-2001	1-Mar-2004
38	Riverhead Infants School	Sevenoaks	Activemark	1-Jul-2003	1-Jul-2006
39	Sandhurst Primary School	Tunbridge Wells	Activemark	1-Jul-2002	1-Jul-2005
40	Sandown Primary School	Dover	Activemark	1-Mar-2004	1-Mar-2007
41	Sandwich Junior School	Dover	Activemark Gold	1-Nov-2002	1-Nov-2005
42	Sherwood Park Primary School	Tunbridge Wells	Activemark Gold	1-Jul-2004	1-Jul-2007
43	Smeeth Community Primary School	Ashford	Activemark Gold	1-Jul-2003	1-Jul-2006
44	Snodland CP School	Ton and Malling	Activemark Gold	1-Jul-2001	1-Jul-2004
45	Southborough CEP	Tunbridge Wells	Activemark Gold	1-Jul-2003	1-Jul-2006
46	St John's C of E Primary School	Tunbridge Wells	Activemark Gold	1-Jul-2003	1-Jul-2006
47	St Margeret Clitherow Catholic Primary School	Tonbridge and Malling	Activemark Gold	1-Jul-2003	1-Jul-2006
48	St Michaels School, Tenterden	Ashford	Activemark	1-Mar-2002	1-Mar-2005
49	St Pauls CE Junior School	Tunbridge Wells	Activemark	1-Nov-2002	1-Nov-2005
50	St Peters CE Primary school	Tunbridge Wells	Activemark	1-Nov-2002	1-Nov-2005
51	St. James' C.E. (Aided) Infant School	Tunbridge Wells	Activemark	1-Mar-2004	1-Mar-2007
52	St. Laurence-in-Thamet Junior School	Thanet	Activemark	1-Mar-2004	1-Mar-2007
53	Stocks Green Primary School	Tonbridge & Malling	Activemark	1-Jul-2004	1-Jul-2007
54	Sussex Road Community School	Ton and Malling	Activemark Gold	1-Nov-2002	1-Nov-2005
55	Tunbury County Primary School	Tonbridge & Malling	Activemark	1-Jul-2004	1-Jul-2007
55	Weald Community CP School	Sevenoaks	Activemark	1-Mar-2003	1-Mar-2006
56	Wincheap Foundation Primary School	Canterbury	Activemark	1-Jul-2004	1-Jul-2007
57	Wittersham CEP School	Ashford	Activemark Gold	1-Mar-2004	1-Mar-2007
58	Yalding, St Peter & St Paul CEP School	Maidstone	Activemark	1-Mar-2004	1-Mar-2007

Schools which have achieved 'Sportsmark'

The following schools have been successful in achieving Sportsmark status:

	SCHOOL	DISTRICT	TYPE	AWARD	DATE	RE-APPLY
1	Archers Court School	Dover	Secondary + Special unit	SM	4-May-2004	1-Dec-2006
2	Astor College of the Arts	Dover	Secondary	SM	1-May-2003	1-Dec-2005
3	Axton Chase School	Dartford	Secondary	SM	1-May-2003	1-Dec-2005
4	Aylesford School	Tonbridge and Malling	Secondary	SM	4-May-2004	1-Dec-2006
5	Bower Grove Special School	Maidstone	Special	SM	4-May-2004	1-Dec-2006
6	Brockhill Park School	Shepway	Secondary	SM	1-May-2002	1-Dec-2004
7	Broomhill Bank	Tunbridge Wells	Special	SM	1-May-2002	1-Dec-2004

8	Chatham House Grammar	Thanet	Secondary	SM	1-May-2002	1-Dec-2004
9	Chaucer Technology	Canterbury	Secondary	SM	1-May-2002	1-Dec-2004
10	Cheyne Middle School	Swale	Middle	SM	1-May-2003	1-Dec-2005
11	Christ Church High School	Ashford	Secondary	SM	1-May-2003	1-Dec-2005
12	Cranbrook School	Tunbridge Wells	Secondary	SM Gold	1-May-2003	1-Dec-2005
13	Folkestone School for Girls	Shepway	Secondary	SM	1-May-2003	1-Dec-2005
14	Gravesend Grammar for Girls	Gravesham	Secondary	SM	1-May-2002	1-Dec-2004
15	Gravesend Grammar School for Boys	Gravesham	Secondary	SM	4-May-2004	1-Dec-2006
16	Harvey Grammar School	Shepway	Secondary	SM	1-May-2003	1-Dec-2005
17	Hayesbrook School	Tonbridge and Malling	Secondary	SM Gold	1-May-2003	1-Dec-2005
18	Herne Bay High School	Canterbury	Secondary	SM Gold	4-May-2004	1-Dec-2006
19	Hextable School	Sevenoaks	Secondary	SM	1-May-2003	1-Dec-2005
20	Highstead Grammar School	Swale	Secondary	SM	1-May-2002	1-Dec-2004
21	Hillview School for Girls	Tonbridge and Malling	Secondary	SM	1-May-2002	1-Dec-2004
22	Holmesdale Community School	Tonbridge and Malling	Secondary	SM	1-May-2003	1-Dec-2005
23	Homewood School and 6th	Ashford	Secondary	SM	1-May-2002	1-Dec-2004
24	Hugh Christie Technology College	Tonbridge and Malling	Secondary	SM	1-May-2003	1-Dec-2005
25	Ifield School Community Special School	Gravesham	Special	SM	4-May-2004	1-Dec-2006
26	Invicta Grammar School	Maidstone	Secondary	SM	1-May-2002	1-Dec-2004
27	Kent College	Canterbury	Independent	SM	1-May-2003	1-Dec-2005
28	Kent College Pembury	Tunbridge Wells	Independent	SM	1-May-2002	1-Dec-2004
29	Maidstone Grammar School for Boys	Maidstone	Secondary	SM	4-May-2004	1-Dec-2006
30	Maidstone Grammar School for Girls	Maidstone	Secondary	SM	1-May-2003	1-Dec-2005
31	Mascalls School	Tonbridge and Malling	Secondary	SM	4-May-2004	1-Dec-2006
32	Meopham School	Tonbridge and Malling	Secondary	SM	1-May-2003	1-Dec-2005
33	Northfleet Technology College	Gravesham	Secondary	SM	4-May-2004	1-Dec-2006
34	Oldborough Manor School	Maidstone	Secondary	SM Gold	1-May-2003	1-Dec-2005
35	Queen Elizabeth's Grammar School	Swale	Secondary	SM	4-May-2004	1-Dec-2006
36	Sackville School	Tonbridge & Malling	Independent	SM	4-May-2004	1-Dec-2006
37	Sandwich Technology College	Dover	Secondary	SM	1-May-2002	1-Dec-2004
38	Sir Roger Manwood's School	Dover	Secondary	SM	4-May-2004	1-Dec-2006
39	Sittingbourne Community College	Swale	Secondary	SM	1-May-2002	1-Dec-2004
40	St Anselm's Catholic School	Canterbury	Secondary	SM	4-May-2004	1-Dec-2006

41	St Edmund's Catholic School	Dover	Secondary	SM	4-May-2004	1-Dec-2006
42	St George's C of E Foundation School	Thanet	Secondary	SM	4-May-2004	1-Dec-2006
43	St Simon Stock School	Maidstone	Secondary	SM	4-May-2004	1-Dec-2006
44	St. Gregory's Catholic Comprehensive	Tunbridge Wells	Secondary	SM Gold	4-May-2004	1-Dec-2006
45	Swadelands School	Maidstone	Secondary	SM Gold	4-May-2004	1-Dec-2006
46	Swan Valley Community School	Dartford	Secondary	SM	4-May-2004	1-Dec-2006
47	The Abbey School	Swale	Secondary	SM	1-May-2002	1-Dec-2004
48	The Bennett Memorial Diocesan School	Tunbridge Wells	Secondary	SM	1-May-2003	1-Dec-2005
49	The Canterbury High School	Canterbury	Secondary	SM Gold	4-May-2004	1-Dec-2006
50	The Charles Dickens School	Thanet	Secondary	SM	1-Nov-2003	1-Dec-2005
51	The Hereson School	Thanet	Secondary	SM	1-May-2003	1-Dec-2005
52	The Malling School	Tonbridge and Malling	Secondary	SM	4-May-2004	1-Dec-2006
53	The Meadows School	Tunbridge Wells	Independent	SM Distinction	1-May-2002	1-Dec-2004
54	The New School at West Heath	Tunbridge Wells	Secondary	SM	1-May-2003	1-Dec-2005
55	The North School	Ashford	Secondary	SM	1-May-2003	1-Dec-2005
56	The Westlands School	Swale	Secondary	SM	1-May-2003	1-Dec-2005
57	Tonbridge Grammar for Girls	Tonbridge and Malling	Secondary	SM	4-May-2004	1-Dec-2006
58	Towers School	Ashford	Secondary	SM	4-May-2004	1-Dec-2006
59	Tunbridge Wells Girls Grammar	Tunbridge Wells	Secondary	SM	1-May-2003	1-Dec-2005
60	Ursuline College	Thanet	Secondary	SM Gold	4-May-2004	1-Dec-2006
61	Valence School	Sevenoaks	Special	SM	1-May-2003	1-Dec-2005
62	Weald of Kent School	Tonbridge and Malling	Secondary	SM	1-May-2003	1-Dec-2005
63	Wilmington Hall School	Dartford	Secondary	SM	1-May-2002	1-Dec-2004

