



House of Commons
Education Committee

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

Third Report of Session 2013–14

Volume III

Additional written evidence

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The Education Committee

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

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Written evidence

Written evidence submitted by Wellsway School

The current government policy, centred around the School Games initiative has provided a useful focal point to school sport competition providing good pathways up to level 3 county level. It has added a high profile “sense of occasion” to this higher level of competition.

However, this policy has not significantly affected capacity to deliver competition opportunities at a local level. Indeed, the previous School Sport Partnership model increased the breadth of competition available within clusters of primary schools and across local authorities. A focus both on competition and participation was well balanced and ensured more young people experienced positive outcomes within sport and physical activity.

The development of high quality Physical Education was the critical starting point to ensure fundamental skills were improved and young people could make the most of opportunities to participate in the curriculum, out of hours and in local community settings.

The movement of certain funding streams from “education professionals” to county sports partnerships, many of which had no background in schools and educational pedagogy, has lessened dramatically the effectiveness of embedding sports programmes into school settings.

Without the infrastructure and expertise of the SSPs it has been considerably more challenging to embed and maintain any lasting legacy to 2012. Indeed, removing the majority of funding from SSPs only 18 months before the start of the London 2012 Games has had been detrimental to the establishment of a meaningful legacy plan within schools. The devastating cut in capacity and subsequent loss of profile for school sport that accompanied the removal of SSPs has resulted in a “lost” 12 months in the momentum that had been created in previous years building up to the Games.

Current government policies have ensured an appropriate and well-funded plan has been put in place for community based legacy programmes to be implemented. However, the playing fields and school halls of our education establishments, particularly at the primary level have been left empty of aspiration and assistance.

The School Games initiative has recreated a modern version of county games events that were in place 10 years ago. Most of the innovation and development of school sport strategies has been lost and the School Sport landscape has lost any coherent structure, replaced by a “happy accident” patchwork quilt of experiences of variable quality and mixed motivations.

To attempt to savage any meaningful legacy for school sport it is critical that some form of national infrastructure is put in place, taking the best practice from the previous SSPs and inclusive of all schools. It should have education professionals at its centre and ensure any decision making and planning is driven by schools themselves. Action planning and the delivery of sports programmes should be decided by priorities developed out of local requirements and driven by recognised stakeholders.

April 2013

Written evidence submitted by Greenfield Community College

1. *Impact and effectiveness of current Government Policy and expenditure on increasing sport in school*

Poor—Most PE departments do not have time to cope with interschool sport in addition to the many other pressures placed upon them. All PE departments need an improved structure that gives time to plan, organise and promote OSH, Competitive sport and club links. One day release is not enough time, and from Sept most schools will lose even that.

School sport in Secondary schools is really struggling. My school has given the PE dept the time required—ie two days to continue the old SS Co role. Consequently we enter and take part in everything—but in many schools they struggle, as a consequence, in some sports we do not have any teams to play against. It is so sad. We often get to County finals without having played a match—and find many others are in the same situation—the standard is low and deteriorating. Without regular competition at grass roots level—it will continue to deteriorate.

Primary schools also have so many pressures—and now that there is no monitoring and accountability some Primary Heads won’t even meet to discuss sport, it is NOT a priority. Most Primary schools in our area manage to take full classes to participation festivals (1 a year), but struggle to find time or staff to take teams/MAT students to play interschool matches eg football or netball. Eg out of almost 40 Primary schools in our area—18 enters our football leagues (50%), only four entered the netball league and tournament this year. It is a real concern.

In addition, such events only take place in our area because our Primary schools pay to maintain a School Sport Partnership in our area. Some areas without a SSP—do not have football leagues and have only 1 netball opportunity in the year for all schools.

Children need regular competitive opportunities to improve skills, confidence, self-esteem, motivation, health & well-being and very few Primary pupils get regular competition in any sport. Many areas, including ours have very few clubs, Schools do not have teachers/staff with time, and it is our Nations children that are missing out. 40 years ago I took part in many more interschool matches than our Primary students do now, since the demise of the SSP. Because other pressures on teachers are so immense.

2. The scope, appropriateness and likelihood of success of the Governments plans for a school sport legacy from London 2012

Falling well short and very frustrating for the few who are working so hard to ensure our legacy is not lost altogether.

3. The impact so far of London 2012 on the take up of competitive sport in schools

Fantastic interest in our school—because we returned to the old SSCO structure, after a year of struggling with 1 day—day release. But very few schools have the funding to support this development, and have not been able to capture the momentum due to a lack of staff time to plan, organise, promote, train and attend events, with so many other pressures and so little time. Most schools have very little time to do competitive sport and all that entails for their students. Which is very sad.

4. What further measures should be taken to ensure a sustainable and effective legacy in school sports following London 2012?

Make school sport accountable and set targets which have to be achieved. Direct schools to provide the necessary time to their staff—two days to plan, organise, promote, train and attend events, and to work with local Primary schools. Provide funding and ring fence funding to ensure this happens.

Monitor School sport—so schools management see it as a priority. At present Teachers with responsibility for PE feel undervalued, and often comment how OFSTED have no interest in school sport (why do we bother—no-one is interested). In addition the demise of the PESSCL/PESSYP survey—has had a massive impact—with no accountability and so many other accountable targets. PE and school sport is not a priority in most schools—some legacy!

April 2013

Written evidence submitted by St Michael's Church of England Primary School

The de-structuring of the SSP throughout the UK has been one of the most destructive moves in Education (specifically primary from our point of view) undertaken by this government. We are constantly told to tailor our curriculum to the needs of the children, while government policy strips us of one of the major beneficial factors to do this. Children need access to good quality sport as well as competitive sporting sessions.

The Olympics was billed to be a life changing event for children in the UK, but the impact has been undervalued and the Olympics is now just a distant memory for children, it should have been something which still has a day to day impact on their lives now.

1. Impact and effectiveness of current Government Policy and expenditure on increasing sport in school

Since the inception of the current Government Policy the number of children taking part in school sport has reduced significantly in both primary and secondary schools.

The withdrawal of funding to School Sport Partnerships has reduced provision of school sport and has led to patchy provision across the country.

The Government does not appear to have a clear strategy but rather has provided funding for one initiative—school games. There is no vision or support for these other vital elements:

- developing sport skills in the curriculum;
- providing CPD and support to teachers;
- provision of time for teachers to plan and develop intra and inter schools events;
- links to community opportunities—sport, physical activity;
- forming a clear pathway for talented individuals—level 3 and 4 school games are not progressive; and
- providing festival type events where many students can experience competition—School games caters only for the best and a relatively small number of young people at Level 3.

The current strategy advocating one-off competitions for the most talented will not bring about a sustained increase in participation in school sport by large numbers of young people

2. The scope, appropriateness and likelihood of success of the Governments plans for a school sport legacy from London 2012

The School Games initiative is not in itself a school sport legacy and will not prove successful in making a sustainable increase in the numbers involved in regular school sport.

There was huge enthusiasm leading up to and during the London Olympics and Paralympics—there was a great opportunity to build on the excitement.

However the Government does not have a clear school sports legacy strategy in place and that momentum is already diminishing.

It is vital that a clear legacy strategy is developed urgently and it needs to address:

- Support and training for teachers in the delivery of PE and sport.
- The provision of time for teachers to attend school sport events and plan for them.

3. The impact so far of London 2012 on the take up of competitive sport in schools

The demise of school sport partnerships and their replacement by part-time School Games Organisers has meant a decrease in the number of school competitions available since London 2012.

The number of participants in school sport has gone down.

4. What further measures should be taken to ensure a sustainable and effective legacy in school sports following London 2012?

Joined up planning and funding by all agencies to ensure they all target school age children—Sport England, National Governing Bodies of Sport, Health agencies.

Training opportunities for teachers to improve the quality of Primary Physical Education and School Sport.

Investment in infrastructure ie people to co-ordinate and develop inter school sport to take the pressure off over committed teachers.

April 2013

Written evidence submitted by The County Durham School Sport Steering Group (comprises delegates from Durham County Council, head teachers (both primary and secondary, Durham University, County Durham Sport, Durham University, The Health Authority)

The impact and effectiveness of current Government policy and expenditure on increasing sports in schools

1. So far, there appears to be no clear strategy for schools sport, except funding for School Games Organisers to deliver a successful School Games. The lack of direct funding for School Sport Partnerships has led to, in many areas, a complete disintegration of a service much valued by schools. In areas where School Sport Partnerships have been sustained the lack of funding has led to significant inequality of provision.

2. Although the School Games offers opportunities for large numbers of young people to take part in one-off events it has not led to an increase in sustained participation, or stronger links to community physical activity and sport. Participation in one-off events will not engage young people in lifelong participation, nor will it impact on the rising problem of obesity. Also, there is no link between the Level 3 and Level 4 Games, because the national event is organised by national governing bodies of sport, in isolation to school sport. Surely there should be a continuous pathway through school sport to national level.

3. In reality, sustainable extra-curricular sport in secondary schools, ie, regular competitive games leagues, is declining rapidly. Partly as a result of academic pressures, teachers do not have the time they once did to devote to extra-curricular sport. Ofsted is due to carry out a survey comparing school sport in private schools to the state sector, What is the point? It will tell us what we already know, that there are far greater opportunities in private schools. If the government were to promote a statutory games afternoon in all state schools then there would not be such a divide in provision.

The scope, appropriateness and likelihood of success of the Government's plans for a school sports legacy from London 2012

4. What are the Government's plans for a school sports legacy? The nation was inspired by the 2012 Games but so much time has lapsed since then that some impact has been lost already. Schools needed to build on the Games immediately. Instead, because the Government has not announced a clear strategy the impetus has been lost. It needs to act quickly to address the main issues:

- The lack of expertise in primary schools.
- Decline of sustainable out of school hours' sport.

The impact so far of London 2012 on the take-up of competitive sports in schools

5. Other than take-up in the School Games as described above there is no evidence of an increase since London 2012, especially not in sustainable, regular sport.

What further measures should be taken to ensure a sustainable and effective legacy in school sports following London 2012

6. First of all there needs to be synergy between all strategies—(eg, Ofsted, National Curriculum, NGBs and the government). At the moment collaboration between the different organisations appears to be limited.

7. The government needs to recommend a minimum 2 hours of PE each week for all children, including post-16, which has the largest number of young people falling away from participation.

8. The lack of expertise in primary schools needs to be addressed once and for all, not by advocating coaches to work in primary schools, but by providing more formal training for teachers. This is not just on ITT training but also after qualifying. Intensive additional specialist training should be statutory within two years of qualifying. There should be more opportunities for teachers to become specialist PE teachers at Masters level.

9. The National Curriculum should encourage schools to provide specialist sports in which they can develop young people to a higher level. Links to new satellite clubs and community clubs need to be improved.

10. It is concerning that Sport England & therefore National Governing Body strategies only cater for those over the age of fourteen. Aside from the School Games there is no other strategy for children below this age and even more concerning no strategy to cater for children in Key Stage 1 or the early years. This is the most important time, when lifelong habits of participation are embedded, or on the down side, obesity begins.

April 2013

Written evidence submitted by Alan Watkinson (Partnership Manager—Sport Impact a school based organisation formed from the School Sport Partnerships in The London Borough of Hounslow)

1. This submission is based on my experience within Physical Education and School Sport over the past 22 years. They are my personal views but reflect the huge successes of the School Sport Partnerships within Hounslow.

SUMMARY

2. *Entitlement*—The focus of this is on the entitlement of all school pupils from 4–19 to receive a high quality individualised Physical Education offer based on Ofsted’s observation that “When taught well, physical education enthuses and inspires pupils to participate fully and develop a life-long love of physical activity, sport and exercise.”

3. *Curriculum Physical Education* is the shop window for sport and physical activity. The earliest experiences of the subject are critical in shaping an individual’s enthusiasm and ongoing interest in sport and physical activity. For both developmental and experiential reasons children enter this environment with a broad range of physical competencies. The development of their physical literacy and a positive attitude to sport and physical activity are largely dependent on a high quality curricular experience for all. We cannot leave the “when taught well” to chance and the quantity and quality of training for staff who deliver Physical Education should be proportionate to its importance.

In general Primary School teachers are not given sufficient ITT training to enable them to teach Physical Education with any degree of competency. Local Authority (LA) Advisory subject specialists have been the subject of most LA’s budget cuts and restructure. Cuts to School Sport Partnerships (SSP’s) have severely restricted opportunities for teachers to receive subject specific curriculum development. There does need to be a mechanism and approved delivery agencies that have the responsibility to address the issue of high quality training.

4. *The role of coaches*—I believe coaches have a big part to play within primary and secondary Physical Education. Various National Governing Bodies (NGB’s) are working towards coaching courses that have focus on coaches working with children. It is imperative that coaches in schools have sufficient understanding of children’s physical, pedagogical and emotional development. There need to be measures that ensure quality of coaching and the appropriateness of individual coaches working in schools. These standards need to be most rigorous for any coaches entrusted with curriculum delivery. Courses run by approved delivery agencies for teachers could also fulfil the role of quality assuring such coaches.

5. *Competition*—Under the previous administration’s School Sport Partnership programme competition structures were strengthened beyond recognition. The numbers of pupils being offered competitive opportunities rose dramatically. The School Games programme has sought to build on this and where there is local commitment and strong school games organising committees, the new structure has been largely successful. Pathways are generally robust; however, embedding this will require long term commitment to a local workforce. Without this, competition in schools and between schools will undoubtedly decline. If there

is a lack of commitment to competition within a school, it is because of a lack of available expertise, a lack of enthusiasm or both. The most successful school teams in sport are almost universally because of an enthusiastic and dedicated member of staff who meticulously prepares his/her teams and individuals.

6. It is my strong belief that that we should be promoting high quality competition built on high levels of physical literacy, high quality Physical Education within the curriculum and engaging and inclusive extra-curricular coaching. It is ridiculous to suggest that standalone competition is the panacea for Physical Education and School Sport.

7. *Leadership and Volunteering*—The development of this programme has significant implication for school sport, for sport in general and most importantly for the development of essential skills for young people. The leadership pathway which starts with year 5 and 6 and goes right through to age 19 offers a development of capacity that allows us to achieve a huge increase in sport and physical activity as well as a huge increase in competitive opportunities. This programme produces the coaches, managers, officials and sport volunteers of the future and is creating an industry and pathway into work. There are many examples across the country of young people who are now working in the sport industry because of these opportunities. Most importantly these programmes allow students to experience responsibility, to develop the confidence to lead and to provide the forum for students to express opinion. This allows us to truly shape our sporting offer to meet the needs of young people and for young people to be better skilled to meet the demands of higher education and the world of work.

8. *Gifted and Talented*—Having taught and mentored our most successful long distance runner ever (Mo Farah) and having worked on the previous administrations Gifted and Talented (G and T) strand of the Excellence in Cities (EiC) programme, this is something that is very close to my heart. The work of Morley and Bailey in developing the Junior Athlete Education programme was ground breaking and reflected key components of Mo’s route to success.

“The Junior Athlete Education (JAE) programme was co-ordinated by the Youth Sport Trust. It was designed to offer a comprehensive range of support materials and processes for talented young sports people. The programme was supported by national governing bodies for sport, and was implemented through Specialist Sports Colleges and their partner secondary and primary schools. So, it reflected the consensus view that talent development in sport is likely to prove most effective when schools and sports groups work together, within a system of shared practices and goals.”¹ Where this framework was deployed, support for, and education of, young talented athletes was transformed. Bailey and Morley went on to introduce the multi-ability approach to Physical Education developing the physical, creative cognitive, personal and social. This was enlightening for professionals and most able students benefited hugely as a result. The government cannot purport to support the development of our most able sportspeople in state education without further promoting and developing this work.

9. *Infrastructure*—On reflecting about the vast improvements to Physical Education that the School Sport Partnership years had brought, Ofsted commented that... “A commitment from the government to invest in a new strategy for PE and school sport is needed if this legacy is to be maintained. This survey confirms that national funding over the last four years has led to considerable improvements.”

10. The strength and importance of the work of School Sport Partnerships is highlighted throughout the Ofsted report. This was not a perfect system but where the right personnel were deployed a transformation of PE has been achieved. Physical Education and Sport Strategy for Young People (PESSYP) and Physical Education School Sport and Club Links (PESSCL) data showed a significant upward trend in a range of variables that have led to this. The numbers of pupils experiencing two hours of PE rose from 20% to 95%, Leadership and Volunteering programmes in school sport became the norm, significantly increasing the capacity of schools to organise physical activity and competitive sport and consequently the numbers of pupils experiencing inter- and intra-school competition were also on a steep upward curve. The national network led by the Youth Sport Trust allowed for outstanding practice to be identified and shared and this has proved a catalyst for the “considerable improvements” observed by Ofsted.

11. The recent announcement of considerable funding for Primary School PE and school sport is extremely welcome. Where an experienced, respected and valued local infrastructure is in place I am confident this funding will enable a transformation of primary school Physical Education and I am very excited by the possibilities this funding affords us. I am more concerned that in areas where a high quality infrastructure does not exist that primary school head teachers will be forced to turn to the less enlightened and, in some cases, disreputable providers. Whilst we may laugh at the Brian Glover’s portrayal of a PE teacher in the film *Kes*, the hugely damaging effect of his caricature lives with us today. This is particularly significant when these people happen to be primary school teachers and head teachers.

¹ Morley, D and Bailey, R P (2006). *Meeting the Needs of Your Most Able Pupils in Physical Education and Sport*. London: Fulton.

EVIDENCE FROM HOUNSLOW'S SCHOOL SPORT PARTNERSHIP PROGRAMME

12. Sport Impact is the brand name of Hounslow's School Sport Partnership. It is hosted at Isleworth and Syon School and Feltham Community College which hosted a School Sport Partnership prior to October 2010 is a key partner.

13. The partnership consists of 54 schools with Primary School age pupils, 14 Secondary Schools and five Special Schools. All schools make a financial contribution to the partnership.

14. The partnership has a steering group that consists of two secondary head teachers, four primary head teachers, key senior local authority personnel, health professionals, a senior HEI representative and a representative from the Youth Sport Trust.

The partnership works across three main specialist areas:

15. Curriculum development and training with a particular focus on primary schools.

16. The School Games agenda, specifically competition development and Leadership and Volunteering training.

17. Health programmes linking local health groups with schools and developing programmes that counteract variables that lead to unhealthy weight.

18. Each area is scrutinised regularly with specific attention to increasing the quality of provision alongside the sustainability of the work.

19. We have an experienced team of seven full time staff and four part time staff and we have been successful in resourcing this post 2010 through a range of measures.

20. Securing resources from the School Games and Teacher Release initiatives. All resource has been harnessed through partnership agreements between head teachers and Sport Impact.

21. Additional commissioned work by local schools for staff training and curriculum delivery.

22. Commissioned work from the local authority, working towards the borough's legacy programme, Children and Young People's Plan and the Local Authority Physical Activity and Sport Strategy.

23. Commissioned work from Health on programmes developed and independently researched.

24. A partnership with University of Roehampton sourcing student placements for their primary teacher training students and mentoring these students. UR has a Primary PE specialism and students taking this route are the main focus.

25. Consultancy work for the Youth Sport Trust.

26. Quality Assurance of Physical Education and Sport providers in schools.

27. Grant applications.

28. Additional delivery work for a variety of agencies.

29. The working relationships with our partners have been strengthened through this model. Schools value their School Sport Co-ordinator. Schools are empowered and most have made choices that have enhanced the Physical Education and School Sport offer in their schools. Intra and Inter-School Competition is thriving and this is underpinned by an increasingly improving curriculum offer.

PRIMARY SCHOOL PHYSICAL EDUCATION

30. Hounslow is a vibrant area for Physical Education and Sport it is committed to the principles espoused in the BUPA sponsored Key Stage 1 "Start to Move" programme and the Matalan Key Stage 2 Top Sport and Primary Active Leaders programme. This commitment to physical literacy and fundamental movement skills is the foundation for lifelong enjoyment and participation in sport and physical activity.

31. I believe that the support of schools and teachers is making a significant difference to the quality of Physical education and School Sport in the area. From next year, in partnership with the University of Roehampton and the Youth Sport Trust we aim to have systems and structures that will allow us to baseline and measure the impact school by school.

32. The model is strong. Through a combination of support and effective self-assessment measurements against rigorous set criteria I believe the next two years will provide meaningful evidence that Physical Education and school sport in Hounslow is undergoing a steady continual transformation.

33. We will benefit hugely from the greater emphasis on the importance of Physical Education from the cross departmental announcement on school sport. Two measures in particular will have a significant positive impact on our work.

34. The ring fenced budget for school sport that targets an improvement in the quality of Physical Education lessons.

35. A commitment for this to be a feature of all Primary school Ofsted inspections.

36. These measures will, in Hounslow and other similarly strong areas, create a local industry around rigorously improving PE in Primary Schools. This can ensure long term sustainability in the pursuit of transforming Primary School Physical Education as a true legacy of our spectacular 2012 Games.

37. This level of financial support has to have an impact across the whole of the country. We need to see good value for this investment and a combination of a vastly increased number confident, high quality primary school staff and passionate, committed local experts should be a minimum expectation. To ensure this I believe that additional measures are necessary.

38. We need a trained, approved, workforce of primary Physical Education specialists/consultants for each region.

39. These consultants need to form broad local partnerships (steering groups) that have the expertise to serve primary schools training needs and to provide quality assurance and training for an expanding network of coaches.

40. This network has to be overseen by a national structure with expertise rooted in education. The Youth Sport Trust supported by the Association for Physical Education has the expertise and capacity to provide this network.

41. A cross party agreement on the long term ring fenced funding of school sport. This allows for differences of opinion on policy but enables a settled and accountable infrastructure to be created.

SECONDARY SCHOOL PHYSICAL EDUCATION

42. There are specialist teachers within the secondary system and this area is perceived by Ofsted to be good. Secondary school specialists have generally become highly skilled at catering for more individualised programmes. PESSCL, PESSYP and the Active People Survey tell us that engagement has increased markedly in the curriculum, in leadership and volunteering, in competition and in physical activity.

43. The landscape in secondary PE is a fast moving one and the increasing involvement of Sport England through the youth sport policy offers opportunity to reform secondary Physical Education, school and community sport further. However, this comes with a health warning. In my experience any community projects with schools, no matter how appealing, are usually considerable challenging. This is because school staffing is geared towards the curriculum and rarely allows for sufficient capacity to embrace new ambitious initiatives. Analysis and research of the success of these programmes are essential if we are to make the most of the post Olympics investment. In Hounslow we have a close working relationship with our enlightened and very supportive County Sports Partnership (CSP). This CSP has input from school sport at board level and is very highly ranked nationally amongst the national network. This relationship allows us to pursue a manageable approach to most initiatives and forms a strong foundation for meaningful and effective change.

44. The development of leadership and volunteering through PE and sport over the past decade and a half has been the single most significant development. The increase in capacity is a significant development and should not be underestimated; however, the impact on young people involved with this has been awe inspiring. It has transformed teachers expectations of what young people are capable of and has provided them with skills for life and confidence that cannot be gained through academic endeavour alone.

45. The draft national curriculum for KS3 and 4 needs considerable attention and I will submit a response to this separately. Suffice to say that a slavish commitment to increased quantity of competition and team games is a real threat to a quality of the PE and school sport offer for all, as well, paradoxically, as a threat to competition itself.

CONCLUSION

46. The decision to remove funding for school sport partnerships in October 2010 was a disastrous setback. It created a postcode lottery for quality and provision of Physical Education and school sport and crucially it has left us without a national delivery agency with which to address the challenges we face today, particularly in primary school Physical Education.

47. The recent announcement of funding for primary schools is extremely welcome, as is the scope of the announcement. The level of funding is generous, the ring fencing is critical and the inclusion of a reporting process alongside Ofsted checks is fundamental. This was an announcement worth waiting for.

48. It is imperative that we create capacity and infrastructure to meet the challenge in all localities across the country. I believe this needs attention as a matter of urgency. PESSCL, PESSYP and more lately School Games have all had an infrastructure that has contributed to their respective successes. We do not need to be too prescriptive, however, primary school head teachers have been presented with a challenge and they do not necessarily have the tools at their disposal to meet this challenge. Schools will require greater guidance and support and this presents an opportunity to steer them towards the creation of local collaborative organisations that can meet their needs.

49. Finally and most importantly, if we are to address poor levels of physical activity and the obesity time bomb we must seize the day and create a lasting structure to attend to these critical issues. The need for cross party consensus on long term ring fenced funding is essential. If we are to build a system that meets our objectives we need a long term approach. We need to ensure that people with the right skills commit to providing the solutions and that they can do this without fear that a general election result or change of Secretary of State might deflect them from their mission. Cross party collaboration on the Olympics contributed to one of our finest hours in modern history and this is the only way we can ensure we live up to our legacy promise of inspiring a generation.

April 2013

Written evidence submitted by The Lawn Tennis Association and the Tennis Foundation

EXECUTIVE SUMMARY

1. There is an established, successful, and growing programme of tennis in schools across the Great Britain. The Aegon Schools Tennis Programme, delivered by the Tennis Foundation in partnership with the Lawn Tennis Association, has now supported over 15,000 schools across the GB and will continue to engage new schools.

2. We have welcomed the Government's recent schools sports announcement, and believe it will provide both vital funding and support to schools. We are especially encouraged by the decision to pilot a new scheme allowing 120 teachers to train as PE primary specialists.

3. We recognise the important role that the London 2012 Games played in providing a platform for promoting greater participation in sport, especially amongst children. We have looked to use this increased profile through our established schools programme which supports primary, special and secondary schools.

4. We believe that the development of a long term strategy for school sport, underpinned by a cross-party political consensus, will ensure a sustainable and effective legacy in schools sports.

CONTENTS

5. British Tennis' submission will cover the following areas:

- Introduction to the Lawn Tennis Association (LTA), the Tennis Foundation, and the Aegon Schools Tennis programme;
- British Tennis' response to the Government's announcement on school sport;
- The impact of London 2012 on school sport;
- Future measurements to ensure a sustainable and effective legacy in school sport from the London 2012 Games.

INTRODUCTION

6. The Lawn Tennis Association (LTA) is the national governing body for British Tennis. It invests and supports tennis at all levels—from grass roots to elite.

7. The Tennis Foundation is Great Britain's leading tennis charity. It works closely with the LTA and a wide range of partners to deliver inclusive and accessible community tennis.

8. The Aegon Schools Tennis programme is delivered by the Tennis Foundation in partnership with the LTA. The programme provides young people with an early experience of tennis, with the hope that this will be a factor in their progression and retention in the game as they get older. Since its inception in 2009, it has achieved the following:

- Supported more than 15,000 schools across Great Britain with free teacher training, resources and equipment, with the vast majority being state schools;
- Provided training to 26,000+ teachers and coaches to help them deliver tennis in schools;
- Increased the number of children taking part in school team competitions—last year more than 46,000 pupils took part in a schools tennis competition with secondary competition up 14% in last two years alone;
- Boosted links between schools and clubs and community tennis facilities;
- We recently undertook our annual YouGov survey of our schools programme, and 95% of schools who took part in the survey (1,300 schools) are drawn from the state sector and the vast majority (95%) agreeing that the programme was helping to make tennis more inclusive and accessible for their pupils.

9. The Tennis Foundation and LTA work closely with the Youth Sport Trust, other National Governing Bodies, professional sports clubs/organisations, Government Departments and the Association of Physical Education to ensure the Aegon Schools Tennis programme and wider resources meet the needs of both teachers

and learners. We also use the opportunity to work with key stakeholders to speak as a collective voice around key issues and the positive impact PE and school sport can have on the lives of young people.

GOVERNMENT ANNOUNCEMENT ON SCHOOLS SPORT

10. The LTA and Tennis Foundation welcome the Prime Minister's recent announcement outlining the ring-fenced investment of £150 million into primary schools across the country for school sport.

11. Both organisations believe that the funding will support our work in primary schools by not only helping teachers offer more PE and school sport, but also aid the development of physical literacy at a primary school age. We were especially supportive of the proposed Government plans to pilot a new scheme allowing 120 teachers to train as PE primary specialists.

12. We also welcome the decision to ensure there is transparency in how schools spend the money, the role of Ofsted in assessing the effectiveness of school investments, and the new support provided to the County Sport Partnerships by Sport England.

13. Given the Aegon Schools Tennis programme provides free teacher training, resources and equipment to schools, we believe this new funding will help foster relations between schools and clubs, and we will continue to work with partners such as the Department for Education, Youth Sport Trust and County Sport Partnerships to help foster and develop these relations.

THE IMPACT OF LONDON 2012 ON SCHOOL SPORTS

14. The London 2012 Olympic Games and Paralympic Games provided a great platform to showcase sport across the UK, and encourage people of all ages to make physical activity and sport a part of their lives.

15. British tennis looked to benefit from the success achieved in both the Olympic and Paralympic Games with targeted schools engagement linked to the 2012 Games. An example was the hosting of a free coaching session organised by Aegon (Lead Partner of British Tennis) for 100 children from five Edinburgh schools. Nicole Wilson from Pirmiehall Primary said, "Today has been an amazing chance to play tennis...it's been really fun. I love watching Andy Murray so it's been great to see him on television and then go out and play". We also organised school visits pre and post London 2012 with Paralympic medallists Lucy Shuker and Andy Laphorne.

16. The platform for this engagement was our existing schools tennis programme that had been in place for the previous three years. In 2008, a new schools tennis strategy was developed, and rolled out from 2009 in a phased approach starting with primary in 2009–10, secondary in 2010–11 and special schools in 2011–12.

17. The research that informed this strategy identified clear barriers to tennis in schools. At primary level this included a lack of teacher confidence and tennis equipment; whereas at secondary level, teachers frequently cited a lack of courts, and wanted advice on how to make tennis more fun and relevant to the different ages and abilities.

18. The competition structure at secondary level was also felt to be oriented towards independent schools and there were seen to be too few opportunities for young people of different abilities to take part in team tennis competitions.

19. The current programme is designed both to extend tennis' reach in schools, and improve the quality of what's on offer. Providing a quality experience of tennis at an early age will also support long-term retention and growth among adults, with fewer people discouraged by a poor schools tennis experience.

PRIMARY SCHOOLS TENNIS

20. Much of the Tennis Foundation and LTA's work is focused at primary level which includes a specific course developed to give teachers the confidence and tools to deliver tennis to a class of children in a small space, like a school hall or playground. This includes a DVD with an interactive coach demonstrating the different skills, in case a teacher lacks confidence in doing so.

21. Thousands of state primary schools have also been given a free equipment bag, with 30 rackets, 60 balls and a mini tennis net—that's around 400,000 free rackets; and all have had teacher training alongside this to ensure that equipment is used effectively.

SECONDARY SCHOOL TENNIS

22. The current programme for secondary schools was launched in 2010. Alongside teacher training, lesson plans and other resources, we encourage coaches and tennis venues to link to their local schools. We have also raised teachers' awareness of adapted forms of tennis and how they can appeal to different groups. For example, mini tennis can offer rapid progression for older beginners, shifting some perceptions that tennis is too difficult.

23. Furthermore, we have promoted Cardio Tennis, a tennis-inspired fitness workout on court, and have developed a 3-hour teacher training course and dedicated resource to support schools to deliver this exciting activity.

24. As well as increasing opportunities to play, tennis offers scope for young people to develop skills and experience through leadership and volunteering, including through the “Tennis Leaders” course for pupils aged 13 plus. Since we made changes last year to broaden its availability, this course can now be teacher delivered, as well as offered by coaches, and as a result we’ve seen a 100% increase in those taking part.

SCHOOLS COMPETITIONS

25. All schools tennis competitions are team based, and more than 46,000 children pick up a racket each summer, to take part. At primary level, the priority competition is for years 3 and 4, aimed at those who are beginners or new to the game. In England, the Year 3&4 Mini Tennis Red Competition has been part of the School Games, ensuring tennis contributes fully to this programme.

26. Competition begins locally with events for clusters of schools to compete against each other, with winning teams progressing through to partnership or local authority finals. The winners then progress to School Games County Festivals, which are one day, multi-sport events with opening ceremonies and involve more than 1,000 young people competing in a range of sports. Tennis was involved in 43 of the 46 Level 3 County festival events in 2012, one of the highest represented sports across the board (behind only athletics).

27. At secondary level, the Aegon Team Tennis Schools Year 8 & 10 competition has seen 14% growth over the last two years, with 2,600 teams from across the country entering in 2012. With opportunities for players of all abilities, the Aegon Team Tennis Senior Students Competition is designed for 16–19 year old less experienced players. The number of teams entering is up 5% since 2010 and the proportion of maintained schools reaching the finals has also increased, indicating progress in the important work to increase the diversity of players and schools entering.

FUTURE MEASUREMENTS TO ENSURE A SUSTAINABLE AND EFFECTIVE LEGACY IN SCHOOLS SPORTS FROM THE LONDON 2012 GAMES

28. We welcome the Government’s announcement of new funding and support for the delivery of school sport, and believe the Aegon Schools Tennis Programme will complement this new package of funding, and support the growth of sport in schools.

29. We believe it is vital, especially at primary level, that the teacher is integral to the delivery of sport and PE. As a result, we welcome the decision to have a pilot scheme for PE primary specialists, and hope that this becomes an established option across the country.

30. We would welcome any move that made resources available to measure the number of young people participating in sport, as this would help inform the development of our schools tennis programme.

31. We believe it is vital that there is greater support for the work of the school sport professionals (eg School Games Organisers). With the cessation of funding to secondary schools for teacher release posts, these roles will become more challenging, particularly in areas where current funding does not ensure the existence of a full time role.

32. Finally, we recognise that a significant factor in the success of the 2012 Games was the strength of the cross-party consensus, and we believe that a similar consensus which recognises the benefits of long term planning will help to ensure a sustainable and effective legacy in school sport.

March 2013

Written evidence submitted by Jackie Brock Doyle OBE (Director of Communications and Public Affairs) at the London Organising Committee of the Olympic and Paralympic Games (LOCOG)

SUMMARY

This written evidence is submitted to the Education Select Committee’s inquiry, particularly noting the call in the Committee’s press notice that Members sought views on “*The impact so far of London 2012 on the take-up of competitive sport in schools*”.

The London 2012 education programme was central to the vision of inspiring young people all round the world through the power of the Games. We created a structure that could optimise the opportunities to reach young people, and increase the size of the education footprint. Within the UK, 6.5 million children and young people engaged in the programme, from 26,300 schools. This submission explains our approach and results.

STRUCTURE AND STRATEGY

The education strategy was built around the Get Set programme, which gave schools the tools to integrate the Games and the Olympic and Paralympic Values into their own activities. By offering exciting Games-related stimuli such as films, lessons and activities, as well as opportunities to receive visits from the mascots and athletes, LOCOG enabled schools to engage with the Games in whatever way they chose.

Many schools chose to engage with Get Set through PE and school sport, with 78% of Get Set schools using the programme in PE lessons.²

On top of Get Set were built three further levels of activity: the Get Set network, which invited schools to share their activities and the impact the Games were making in their school, in return for which they were given a plaque, branding and priority status for mascot and athlete visits, and tickets; Get Set Goes Global, which encouraged more than 20,000 schools to learn about and celebrate other countries and their athletes and created more than 386 links between UK schools and schools around the world; and Get Set Plus, which provided a coordinated structure for commercial stakeholders to deliver their contribution to Games-inspired education. PE and school sport played a prominent part within Get Set Plus, with National School Sport Week (sponsored by Lloyds TSB and delivered by the Youth Sport Trust) reaching over 80% of schools in Britain. In addition more than 5,000 Young Ambassadors stimulated sport and the teaching of the Olympic and Paralympic Values in schools in the build-up to the Games.

REACH OF GET SET

Within the six east London Host Boroughs, virtually every school took part in Get Set. They were joined by more than 88% of the schools in the UK. This resulted in more than 6.5 million children and young people learning about the Games and the Olympic and Paralympic Values. Of those 26,300 schools, 20,500 took the time to communicate their activities via the Get Set network and accessed rewards and recognition. Through the London 2012 Ticketshare scheme, more than 300,000 Olympic and Paralympic tickets were distributed to schools free of charge, enabling young people to attend the Games. A key decision was to integrate the Olympic Games and Paralympic Games throughout the education programme. While this raised questions from the IPC about the distinctiveness of the Paralympic Games and Paralympic Values, it was strongly felt that having one combined programme would make the best use of the investment: it was what schools expected and it made sense.

As well as distinct Olympic only and Paralympic only activities, the Paralympic Values were communicated alongside Olympic Values; mascot visits featured both the Paralympic and Olympic mascots. The number of schools that responded with activities based on the Paralympic Games suggests that this strategy was the right one. A Paralympic-specific education tour in spring 2012 helped further increase young people's interest and excitement ahead of the Games. This helped to inspire a widespread change in attitudes towards disability, education and the Games themselves, bringing in a much higher level of engagement among young people. 69% of Get Set schools talked about the Paralympic Values in lessons, more than two thirds agreed that they had seen a positive change in young people's attitudes towards disability through their participation in Get Set and 40% of Get Set schools offered Paralympic sport to their pupils.²

The establishment of a Youth Panel was an innovation that ensured a youth perspective throughout LOCOG. The panel comprised people aged between 17 and 24 who were consulted on every aspect of Games delivery. Two members of that panel sat on the Diversity and Inclusion Board.

CONCLUSION

Overall, London 2012's education programme succeeded in delivering the vision of inspiring young people in the UK and around the world, changing attitudes, encouraging education, inspiring participation in sport, and promoting young people's interest and engagement in the Games.

78% of schools/colleges said they used Get Set in sport/PE lessons and 55% said that the programme resulted in different sports being made available.²

75% of Get Set teachers said it had a positive impact on boosting morale and improving the atmosphere within their school.²

64% of Get Set teachers believe the programme had a positive effect on pupil attainment.²

69% of Get Set teachers reported a positive change in pupils' attitudes towards disability.²

Thanks to the structure put in place and for the strong support of both the previous Labour Government and the incoming Coalition Government, our work was not hindered by the change in administration in 2010, and in a way that will continue to inspire change and enhance lives for years to come. The British Olympic Association and the British Paralympic Association are partnering to deliver Get Set as part of the legacy of the London 2012 education programme and 73% of schools/colleges said they were likely to continue to work with the programme after the Games.²

April 2013

² Nielsen/LOCOG, Get Set Quantitative Research, June 2012. Sample size = 2,275

Written evidence submitted by Patrick Smith

INTRODUCTION

I submit this paper as an individual. I have been committed to School Sport throughout my life as pupil, teacher and now retired teacher.

It attempts to lead through logically. I assume that some readers may not be totally au fait with some areas of the situation; to the others I apologise. My comments relate to the situation in England.

SUMMARY

- Physical Education, School Sport (1, 2, 3, 4).
- Extra Curricular Activities—including Important Point (5, 6).
- National Governing Bodies of sport and School Sports Associations, Philosophy (7, 8).
- Sport In Schools (9).
- The Structure of School Sport (10).
- International Aspect (11).
- Local Authorities (12).
- School-Club Links (13).
- Welcome Recent Moves (14).
- Volunteer School Teachers—Important (15).
- Other Suggestions for Action (16).
- Personal Background (17).

1. *Physical Education (PE)* is the main method of introducing an active life and physical literacy in the school. This also includes mental health as well as physical health. PE is timetabled and reaches all children in the school. Experience of sport is a part of PE.

2. *School Sport:*

- 2.1 This builds on PE by providing opportunities for sport together with personal development.
- 2.2 This can be done through a School Club and/or a School Team.
- 2.3 It has an educational base.

3. *Reasons for School Sport:*

- 3.1 These have been well publicised and go beyond mere success and excellence in a sport.
- 3.2 All children can participate in an environment which they attend every day.
- 3.3 It is enjoyable for pupil and teacher.

4. *Some By-Products of School Sport:*

- 4.1 The ethos of the school is enhanced.
- 4.2 Good pupil-teacher relationships are promoted.
- 4.3 School sport extols discipline.
- 4.4 It can start some pupils on the talent ladder.

5. *Extra Curricular Activities (ECAs):*

- 5.1 *They* are an important part of school life; their benefits are immense for the individual, the school and the community.
- 5.2 Within ECAs is the opportunity to experience a choice of sports. It might be through a School Club or a School Team.
- 5.3 ECAs can also include opportunities in Drama, Music, Arts and a wide range of activities.

6. *Important Point:* They depend mainly on the *voluntary activities of teachers.*

7. *National Governing Bodies of Sport (NGBs) and School Sport Sports Associations (SSAs).*

In the last 20 years NGBs and SSAs have worked increasingly together. The situation varies from sport to sport. There are still some separate SSAs but they work under the umbrella of the NGB.

8. *Philosophy:*

- NGBs develop their sport.
- School Sport develops Young People through sport.
- 8.1 There is much in common but sometimes there is a subtle difference.
- 8.2 By appropriately working together, School Sport can be a part of the talent ladder.

9. *Sport in Schools:*

- 9.1 Within Secondary Schools the PE teachers take the lead and work hard to promote intra-school and inter-school competitive sport. They are helped by non-PE teachers who have a teaching qualification, with many having sporting credentials.
- 9.2 In Primary Schools, with few PE trained teachers, the teachers organise after school clubs with teams to participate in inter-school competition.

10. *The Structure of School Sport:*

- 10.1 There is an existing, in some cases long term, structure which organises inter-school competitive sport. It is run mainly by teachers in a voluntary capacity. The majority of these teachers are not PE trained. However, they do know how to run events for children.
- 10.2 There are also links to the talent programme through selected pupils from schools representing areas such as districts, counties and all-England.
- 10.3 The structure varies from sport to sport but there are links to the relevant NGBs.
- 10.4 For example: The Nottinghamshire Schools' Football Association (NSFA) organises 29 separate competitions for schools, areas, boys, girls, 11 aside, small sided games and different ages.
In addition, they run four representative teams. The Girls Under 16 team is organised jointly between The NSFA and The Nottinghamshire Football Association.
In addition, local areas within the County (eg City of Nottingham SFA) organise their own events to give more opportunities to pupils.
- 10.5 All of this needs funding and time and, further, the encouragement of volunteers.
- 10.6 However, because of increasing pressures on teachers within their own school, they cannot commit themselves to work on behalf of a number of schools.
- 10.7 Area work is often done by former teachers. It is obviously a short term situation!
- 10.8 We are losing a generation of Volunteer Teachers to organise Area Activities.

11. *International Aspect:*

- 11.1 In a number of sports there are opportunities for individual schools to participate in international events.
- 11.2 This opens opportunities for personal as well as sporting experiences for pupils and schools.
- 11.3 It might be that a school arranges its own visit.
- 11.4 The International School Sport Federation (ISF) arranges for competitions to be held.
- 11.5 The champion school of each country is eligible to take part.
- 11.6 Moves have recently been made to include disabled pupils.
- 11.7 The ISF asks countries to host events, which have a distinct educational flavour to them.
- 11.8 England hosted the Finals of Table Tennis (1993) and Tennis (2003). Scotland hosted Orienteering in 2008.
- 11.9 Obviously, it is expensive not only to stage an event. Even to attend one is often impossible.
- 11.10 In some sports there is also an opportunity for select teams (eg England teams).
- 11.11 Later in 2013 the World Schools Games will take place in Brazil. This is the only multi-sport event and occurs every four years.
- 11.12 Some sports have Schools' International Matches outside the auspices of the ISF.

12. *Local Authorities:*

- 12.1 There still exists, in some areas, support for school based sports within Local Authorities.
- 12.2 Some have a Federation of Local/County SSAs through which they distribute Grant Aid.
- 12.3 Sadly, with current financial problems, both the number of Federations and the Grant Aid available have decreased alarmingly in recent years.
- 12.4 It did also enable SSAs to talk with Local Authorities on various matters.
- 12.5 The introduction of independent Academies could complicate the situation.

13. *School-Club Links:*

- 13.1 Sports not covered in a school could become available.
- 13.2 Ideally many pupils would eventually join a sports club.
- 13.3 The age of joining could depend on the sport.
- 13.4 The facilities at each club must be able to cope with the numbers.
- 13.5 The coaches and administration of the club must be appropriate for children.
- 13.6 Would coaches be available to go into schools during the day?
- 13.7 Coaches should work with, not instead of, teachers to allow continuation.
- 13.8 Coaching should not be confined to talented performers unless agreed.

14. *Welcome Recent Moves:*

- 14.1 The proposed improvement in Initial Teacher Training in PE for Primary School Teachers.
- 14.2 Continuous Professional Development for Primary Teachers.
- 14.3 Emphasising a link between School Sport and County Sports Partnerships.
- 14.4 Ofsted involvement with quality control of PE and School Sport in schools.
- 14.5 This help for Primary Schools is financially supported, and therefore recognised, by three Government Departments; DoE, DCMS and DoH. Joined up Government!

15. *Volunteer School Teachers—Important Suggestions:*

- 15.1 The value of Teachers' involvement in Extra Curricular Activities should be assisted.
- 15.2 They know their pupils and see them daily.
- 15.3 The help may include general support, time, recognition or provision of facilities.
- 15.4 Their value in helping Area School Sports Associations should also be recognised. This goes outside the school into the community.
- 15.5 Paragraphs 10.6, 10.7 and 10.8 show that the present situation of activities being run by former teachers cannot continue for long.
- 15.6 Current enthusiastic, younger teachers need to bring up to date thinking to the situation.

16. *Other Suggestions for Action:*

- 16.1 When ideas are discussed, those involved at the heart of School Sport should be involved.
- 16.2 The exchange of good practice is valuable and might be performed through Sport England, Youth Sport Trust, Government schemes or by Ofsted. This would help Head Teachers and County Sports Partnerships.
- 16.3 Clubs also need support and advice in working methods.
- 16.4 School Sport should cover all age groups without the arbitrary boundary of the age of 14.
- 16.5 Consider a programme to help Disabled Pupils in PE and sport. A Paralympic Legacy!
- 16.6 Support the training of Young Leaders, more senior pupils, who can help to run events in their local schools. This is surely a legacy for the future.
- 16.7 Consider linking the recent move to help Primary Schools with the School Games Coordinators in County Sports Partnerships.
- 16.8 Expand on the paragraph 16.6 to build a national structure allowing local action.
- 16.9 Attract the right kind of people to support School Sport (eg not short term contracts).

17. *Personal Background:*

School Teacher: Mathematics 1958–90—1961–90 in Comprehensive School.

National Council for School Sport: Executive Officer 1990–2003.

This work included Discussions with Government on the Development of School Sport.

English Schools' Football Association: Council Member 1965–90—Chairman 1981–82.

Nottinghamshire Schools' Football Association: 1961 to date—various Posts.

Nottinghamshire Schools Council for Sport: 1990 to date.

Midland Counties Schools Football Federation: 1990 to date.

Nottinghamshire Schools' Table Tennis Association: 1978–90.

Received MBE in 2002 for work with School Sport.

Sport + Recreation Alliance: Vice President 2005 to date.

Football Referee:

Sports Officials UK: Honorary Treasurer 2005 to date.

Games Maker in 2012 Olympic Games.

This paper is submitted by me as an individual.

I am not representing the views of any of the above organisations.

I give the above information solely to show my experience.

I am anxious that young people are given an opportunity to:

Discover the joys and benefits of participation in sport whatever the level.

They, in turn, will influence those that follow them, as I followed my parents.

April 2014

Written evidence submitted by Marie Walker

1. Impact and effectiveness of current Government Policy and expenditure on increasing sport in school

Since the government removed the funding for the School Sports Partnerships I have seen PE go down in the list of priorities in my girls primary school. I understand from talking to other parents that our school has been quite lucky as our SSP has kept going in a smaller scale and has provided a bit of coaching in school and some school competitions, where some schools have lost a lot more. I am aware of the school games scheme that was put in place but that almost just rebranded the existing competitions.

2. The scope, appropriateness and likelihood of success of the Governments plans for a school sport legacy from London 2012

I have seen nothing locally re the school sports legacy, this should have been ready to slip into place in September as soon as the children went back to school after the Olympics to have the greatest impact, not still talking about it now! The longer it is left the less likely the success.

3. The impact so far of London 2012 on the take up of competitive sport in schools

I can say no difference at all, our local village sports groups have had great success in getting the children involved well done to Sedgfield Village Games.

4. What further measures should be taken to ensure a sustainable and effective legacy in school sports following London 2012?

Reinstate the SSP, keep the existing competitions in place, so children and parents know the pathways and build on these. Through the SSP working closely with the schools heighten the PE delivery and involve local sports clubs coaches in schools to build on club school links and the availability for the children to continue the sport away from school. Then to back this up by supporting sport in the community by backing sporting facilities like sports halls and leisure centres then the volunteers in the big society will provide the sports clubs for the children to go to locally.

April 2013

Written evidence submitted by The ASA (Amateur Swimming Association)

1. THE ASA

1.1 The ASA is the National Governing Body for swimming in England. Its aim is to encourage more people to swim, and have fun swimming more often. It operates a world renowned learn to swim programme and award scheme that has taught millions of children to swim.

1.2 The ASA has worked with the government and schools in delivering school swimming since 1906 and, over 100 years of involvement, has seen school swimming become universal in England. The case for swimming is compelling. It offers safety to our children and young people; we can use swimming as a springboard to better health; and, with the acquired skill of competent swimming, we can offer opportunities in other walks of life. These opportunities span from equipping people for occupations in which swimming is a requirement to offering a skill set for taking part in over 20 other sports and physical activities.

1.3 The ASA believes that it is a fundamental right for all children to be able to learn to swim. Swimming whilst at school plays a major part in this learning experience. We often hear that swimming is a life experience. It is, however, so much more than that. We prefer to think of swimming as also being a life preserving experience. Making our children safe is a duty incumbent on us all.

2. KEY FACTS

- Swimming is a compulsory part of the current National Curriculum for PE and will remain a compulsory part of the new curriculum. The ASA calls on schools to deliver this curriculum subject to ensure that all pupils get an opportunity to swim at primary schools.
- The ASA welcomes the additional funding allocation of 150 million which is ring fenced for primary schools. However some schools are not delivering and we call on them to prioritise this funding for school swimming. Where schools have poor KS2 Attainment levels in swimming and water safety, we call on them to provide additional “top up” lessons to ensure pupils can swim and have water safety knowledge.
- The government’s support for school swimming has been consistent, but the quality, content and hours of study have been in general poor and not met.
- Even as an aquatic sport we would support our NGB partners in stressing the importance of physical literacy, these fundamental skills are as relevant to aquatics as to other sports.

- All primary school teachers are qualified to deliver “school swimming” so it is essential that adequate time is allocated as part of teacher training to ensure that they have the basic skills to assist or lead swimming lessons. The current provision is either poor or non-existent.
- The government’s announcement that Ofsted monitor and evaluate the new investment in PE and School Sport is welcomed, but will not improve the delivery or highlight schools not delivering swimming. A specific inspection of physical education and swimming is required.
- The ASA welcomes the continued support by government of the School Games and Schools Competition Framework. There is no doubt it has increased opportunities for pupils to participate in competitive sport. However it needs to be recognised that not all pupils can access these opportunities. The ASA has developed a non traditional “AquaSplash Festival” to try and engage with those pupils who may be turned off by the competitive nature of some sports.

3. SCHOOL SWIMMING

“School for many is the first time young children engage in organised sport and for many it is their first visit to a swimming pool. It is essential that this first introduction is as ‘magical’ for the child as possible as it will, if handled correctly stimulate a passion and interest in swimming and sport which will stay with them throughout their lives and that passion will also be passed on to their children in turn. We have a responsibility for the children of today and tomorrow to get this right by presenting school swimming in an inspiring way.” (David Sparkes, Chief Executive of the ASA).

4. THE ASA VISION FOR SCHOOL SWIMMING

4.1 The ASA’s vision for school swimming is: “To ensure that every child has the opportunity to participate in high quality school swimming linked to community programmes, delivered by appropriately qualified people in a safe environment”.

4.2 Swimming and water safety have a unique position within the physical education curriculum and school sport, being a life and life saving skill, opening access to a wide range of other water based activities and arguably being the best activity for maintaining a healthy lifestyle. The teaching of water safety also has wider advantages in that it teaches children to be aware of dangers and to undertake simple but effective risk assessments and creates a culture of vigilance and awareness, which again is a life and lifesaving skill. In addition, most surveys rate swimming as the highest participation activity.ⁱ

4.3 A well planned and delivered swimming programme can make a positive contribution to high quality PE and school sport, healthy schools and engage young people in purposeful activity leading to sustained lifelong participation.

4.4 In November 2000, An Inspection Report on Standards and Provision in School Swimming in Key Stage 2 was published by the Office for Standards in Education (Ofsted).ⁱⁱ Given that swimming remained a compulsory element of the National Curriculum, the report consisted of a mix of qualitative judgment on the part of the inspectors as well as statistical evidence that paid particular attention to schools’ location and free school meal banding. The Ofsted inspection reviewed standards of pupils’ attainment as well as the progress and the quality of teaching and provision. National KS2 attainment levels were reported as 80%.

4.5 The ASA School Swimming Manifesto “Save School Swimming, Save Lives” aims to improve central and local government support for swimming and make school swimming lessons a priority. It is a six-point manifesto which provides a common purpose for all those involved in the planning, preparation and delivery of swimming in schools and enables the ASA to work with the relevant government departments to help provide solutions in areas of aquatic deprivation.

4.6 Research into school swimming conducted by the ASA and Kellogg’s in 2012ⁱⁱⁱ revealed that one in three children leave primary school unable swim, equating to two million non-swimmers over the next ten years if direct action is not taken. It also revealed that of the children unable to swim, nearly 40% had not been offered school swimming lessons. The research showed that KS2 Attainment Levels ranged from 91% to 40%. School Swimming provision is for many pupils the only opportunity they will get to learn to swim. Drowning is the third most common cause of accidental death of children in England and school swimming is by far the most effective way to teach children how to be safe in and around water.

5. ASA SIX POINT SCHOOL SWIMMING MANIFESTO

- *Every child learning to swim in primary school:* The ASA believe that every child in England should have the opportunity to swim in primary school. By the end of Key Stage 2, each child should be safe in and around water and a key element of this is being able to swim a *minimum* of 25 metres unaided. We call on central and local government to show their commitment to school swimming by reiterating this expectation to schools.
- *Improve Training for Primary School Teachers:* Before qualifying, all primary school teachers should be provided with at least six hours of aquatics and water safety training. The ASA is ready to work with the government on this to ensure that teachers are more confident in the delivery of swimming lessons as a statutory National Curriculum subject.

- *Robust monitoring of school swimming by Ofsted:* We call on the government to instruct Ofsted to monitor the inclusion and delivery of swimming lessons as part of primary school inspections in Physical Education.
- *Swimming as a School Budget Priority:* The ASA calls on Head Teachers to place swimming, which is a compulsory element of the National Curriculum, as one of their school budget priorities. This will help ensure that every child has the opportunity to learn this vital life saving skill and take the first steps to leading an active and healthy lifestyle.
- *Support at Secondary School Level:* We call for support for the thousands of children in secondary schools who are unable to swim. Being unable to swim prevents young people from participating in not only swimming and aquatics, but also other water based activities such as canoeing, sailing and rowing. It also increases the risk of death by drowning. Those who do not learn at this age are likely to become one of the one in five adults who are unable to swim in the UK.
- *Help to Keep School Pools Open:* The ASA is committed to working with the government to help keep school pools open, which are valuable not only for school swimming, but also community use. All schools considering the development or refurbishment of swimming facilities should consult the ASA to help develop a feasibility study, business case and pool design. Schools considering the closure of pools should also consult with the ASA before closure to fully investigate all the options available for the pool to remain open and support swimming in the local community.

6. GOOD PRACTICE CASE STUDY

6.1 As part of the ASA research in to the delivery of schools swimming we collect a number of live case studies on the challenges of delivering school swimming.

6.2 Manchester City Council's School Swimming Programme is embedded into 122 of their 127 primary schools across the city. The programme is part of a wider package of high quality Sport and Physical Activity provision offered to all Manchester Schools by the City Council's Sports Development Unit. The council has moved away from focusing on getting numbers through the door, and through a process of evaluating logistics, teaching and costs, Manchester has seen Key Stage 2 attainment figures increase year on year for the last three years.

6.3 Each year around 6,500 children are offered swimming lessons through the programme, which specifically targets Key Stage 2, Year 4 children. Lessons run over a 30 week period across a full academic year at a local swimming pool to help reduce transport costs. Various pilots have been carried out specifically to evaluate more intensive exposure over shorter time frames. However, due to factors such as a transient population, large class sizes of at least 30 children and a high proportion (18%) of children attending the programme with English as an additional language, a 30 week period of full class engagement has been found to be the best way to ensure higher attainment levels.

6.4 The teaching environment was further challenged as at the start of academic year 2011–12, it was recorded that *54% of children starting the school swimming programme had never entered a swimming pool before*. This was partly due to the many socio-economic issues that affect children in Manchester such as low income families and lack of transport, which all create barriers that hinder access and exposure to swimming before any school provision is offered.

6.5 Despite these challenges Manchester City Council worked together with schools to put in place a number of solutions that resulted in a 21% increase in attainment levels in the last three years. In the academic year 2010–11, Manchester's School Swimming Programme achieved a pass rate of 79% of pupils achieving National Teaching Plan Stage 3 and being able to swim 25 metres unaided. The council's ambition for this academic year is to achieve a pass rate of 84%.^{iv}

7. LOCAL AQUATIC NETWORKS: SCHOOL CLUB LINKS

7.1 The ASA supports the policy of establishing satellite clubs in secondary schools. The government's 2012 youth sport strategy recognised the importance of engaging young people in sport outside of school hours, creating hopefully a sporting habit for life. The school-club relationship is essential for the development of local aquatic networks which will help young people find an appropriate "club" for their level of ability or ambition.

7.2 A key outcome within the wider ASA strategy is to build strong club relationships within Local Aquatic Networks. Clubs will form a key strategic asset of Local Aquatic Networks, which will have clear business agreements between all stakeholders, including operators, schools, clubs and other organisations delivering swimming. The Club strategic objective is for clubs to sit at the heart of Local Aquatic Networks, ensuring that the swimmer, coach and volunteer pathway is provided through local cooperation and provision.

REFERENCES

- ⁱ http://www.sportengland.org/research/active_people_survey/active_people_survey_6.aspx
 - ⁱⁱ <http://www.ofsted.gov.uk/resources/swimming-key-stage-2>
 - ⁱⁱⁱ ASA School Swimming Manifesto and Research http://www.swimming.org/assets/uploads/library/ASA_School_Swimming_full_manifesto.pdf
 - ^{iv} ASA School Swimming Manifesto and Research http://www.swimming.org/assets/uploads/library/ASA_School_Swimming_full_manifesto.pdf
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Written evidence submitted by NASUWT

EXECUTIVE SUMMARY

- A commitment to sustaining a meaningful legacy in relation to school sports and physical education was central to the bid submitted to the International Olympic Committee in support of London's candidature as Olympic and Paralympic 2012 host city.
- This commitment was reflected in the legacy strategy inherited by the Coalition Government that set out clear and relevant objectives in this regard.
- Central to this strategy was the development of 450 School Sport Partnerships, charged with promoting the value of sport and physical education among children and young people and supporting the work of teachers and other members of the school workforce building and sustaining the legacy objectives identified in the London bid.
- As a result of this strategy, by 2009–10, 84% of school-age pupils were spending at least 120 minutes a week taking part in curriculum-based physical education, an increase of 40% on recorded levels in 2003–04.
- Since the Coalition Government took office, evidence suggests that participation levels in school sport have begun to decline.
- The abolition of the School Sport Partnership programme, its replacement by inadequate alternative initiatives, real terms reductions in the overall schools budget and severe cuts to local authority and central funding for community sports have undermined work to promote and enhance school sports and physical education.
- Intensification of the school accountability regime and the introduction of the English Baccalaureate continue to compromise the capacity of schools to provide a relevant and engaging learning offer in physical education and school sports.
- The Coalition Government's proposed reforms to the National Curriculum and its academisation programme would, if implemented, undermine the entitlement of pupils to access a genuinely broad and balanced physical education, including participation in competitive sports as well as other important learning experiences.

INTRODUCTION

1. The NASUWT welcomes the opportunity to submit evidence to the House of Commons Education Select Committee Inquiry into School Sports following London 2012.

2. The important issues identified as significant by the Committee invite reflection on the strategy for sustaining the Olympic and Paralympic legacy inherited by the Coalition Government on taking office, the achievements of this strategy and the extent to which current policy approaches are supporting legacy work at school-level effectively.

SCHOOL-LEVEL OLYMPIC LEGACY STRATEGY PRIOR TO MAY 2010

3. It is important to recognise at the outset that a commitment to sustaining a meaningful legacy in relation to school sports and physical education was central to the bid submitted in November 2004 to the International Olympic Committee (IOC) by in support of London's candidature as the Olympic and Paralympic host city for 2012.³

4. This commitment was reflected in the legacy strategy published by the previous Government, *Before, during and after: making the most of the London 2012 Games*. This strategy set out clear and relevant objectives in this regard including ensuring that all 5–16 year olds should be able to access five hours of high quality sport per week, underpinned by the development of 450 School Sport Partnerships (SSPs) as part of £1.5 billion investment programme in school sports and physical education.⁴ These partnerships, which involved collaborative arrangements between schools to share expertise and facilities, supported by access to external

³ House of Commons Library (2012). *London Olympics 2012: sporting legacy*. (<http://www.parliament.uk/briefing-papers/SN04868>), retrieved on 4 March 2013.

⁴ House of Commons Library (2012). *School Sport*. (<http://www.parliament.uk/briefing-papers/SN06052>), retrieved on 4 March 2013.

sources of expertise, sought to secure a significant and sustainable improvement in the availability and quality of opportunities available to children and young people to participate in sport and physical education in schools as well as providing teaching and other members of the school workforce with high quality professional development and training opportunities.⁵

5. The positive contribution of SSPs in taking forward the legacy commitments to school sport was confirmed by Ofsted through its assessment of the impact of the SSP programme. In particular, Ofsted highlighted the benefits of SSPs in enhancing the quality and quantity of school sport and in enhancing the confidence and relevant skills of staff in schools.⁶ In its broader report on physical education in schools, published in 2009, Ofsted noted the critical role played by public investment in supporting enhancements in sustaining school-level developments in this area of pupils' learning and recommended that then-current levels of funding should be continued until at least 2012.⁷

6. The outcomes of the School Sports Survey reflected these enhancements in provision of school sport. The survey found that during the academic year 2009–10, across Years 1–11, 84% of pupils were spending at least 120 minutes a week taking part in curriculum-based physical education, an increase of 40% on 2003–04.⁸

7. In relation to curricular provision for school sport and physical education, the previous Government ensured that the status and relevance of physical education was sustained through its retention as a statutory subject in the revised 2007 secondary National Curriculum. As a result, all pupils in the maintained school sector retained an entitlement to high quality physical education provision up to the age of 16.

8. It is therefore evident that the Coalition Government inherited a clear, coherent and demonstrably successful strategy for using the motivational potential generated by the build up to the London 2012 Games to sustain interest in and commitment to school sport and physical education and to establish an approach in this area that would fulfil the commitment made in the London 2012 bid to sustain higher levels of pupil participation in high quality sport after the Games.

9. However, evidence indicates that changes to this strategic approach introduced by the Coalition Government have begun to place the important gains described above at serious risk. A survey of parents undertaken by the Chance to Shine Campaign found that 54% of respondents indicated that their children were receiving less than the recommended two hours of school sport and physical education per week, with a further 81% of parents reporting that opportunities to participate in school sports had not increased since the Games.⁹

10. The NASUWT is clear that key elements of the current approach to the promotion on school sport and physical education threaten to undermine the ability of schools, local authorities and other partner organisations to secure an effective post-games school sports legacy. Particular issues of concern in this regard are set out below.

ABOLITION OF SCHOOL SPORTS PARTNERSHIPS

11. In its policy paper, *A new approach for school sports—decentralising power, incentivising competition, trusting teachers*, published in December 2010, the Coalition Government confirmed its intention to discontinue funding for School Sports Partnerships beyond August 2011. From this point, schools and local authorities would need to identify resources from within their existing budgets in order to sustain existing SSPs although they would be under no obligation to do so.

12. In a context where the overall schools budget is declining in real terms and local authority financing from central Government is due to decline by 28% over the period of the current Parliament,¹⁰ this policy has resulted in a serious decline in the overall number of fully functioning SSPs. Information released by the DfE in July 2012 confirmed that almost half (48%) of local authorities recorded a decline in the number of SSPs, while a further 28% reported that they had no functioning SSP within their boundaries.¹¹

13. The decision of the Coalition Government to discontinue the SPP programme, notwithstanding its clear track record of sustaining high quality physical education and sport provision in schools, must therefore be regarded as a highly retrograde step.

14. The Committee will be aware that Ministers redirected a proportion of SSP funding to supporting its Physical Education Teacher Release Funding Scheme to fund one day a week of secondary school physical education teachers' time to be spent out of the classroom encouraging intra-and inter school competition in

⁵ Department for Children, Schools and Families (DCSF)/Department for Culture, Media and Sport (DCMS) (2003). *A Guide to the Physical Education, School Sport and Club Links Strategy*. (<https://www.education.gov.uk/publications/eOrderingDownload/LTPES.pdf.pdf>), retrieved on 4 March 2013.

⁶ Ofsted (2011). *School Sports Partnerships: A Survey of Good Practice*. Ofsted: Manchester.

⁷ Ofsted (2009). *Physical Education in schools 2005–08: working towards 2012 and beyond*. Ofsted; Manchester.

⁸ Department for Education (DfE) (2010). *PE and School Sport Survey*. (<https://www.education.gov.uk/publications/eOrderingDownload/DFE-RR032.pdf>), retrieved on 4 March 2013.

⁹ BBC News (2012). "School sport at risk, says Labour" (15 December) (<http://www.bbc.co.uk/news/education-20729837>), retrieved on 4 March 2013.

¹⁰ HM Treasury (2010). *Spending Review 2010*. TSO; London.

¹¹ Gibson, O (2012). "Drop in school sport blamed on funding cuts". *The Guardian* (18 July) (<http://www.guardian.co.uk/education/2012/jul/18/school-sport-drop-funding-cuts>), retrieved on 4 March 2013.

primary schools.¹² However, while welcome to the extent that it provides the opportunity for schools in the primary and secondary sectors to collaborate in the provision of physical education, it is clear that the Scheme represents an inadequate replacement for the SSP programme. In particular, funding for the Scheme has only been guaranteed until the end of the current academic year and has been insufficient to sustain the levels of staff time dedicated to supporting the physical education of pupils achieved through the SSP programme.¹³ Concerns in relation to the inadequacy of funding for the Scheme have been compounded by the fact that, unlike the SSP programme, money provided to support the operation of the Scheme has not been ring-fenced within school budgets, creating circumstances within which resources allocated for the purposes of supporting school sport and physical education can be allocated to purposes for which it is not intended.

15. Further concerns in relation to the Scheme relate to its narrow focus on supporting competitive sport in the primary school sector. While the NASUWT is clear that competitive sport represents an entirely legitimate element within physical education programmes, it is clear that the remit of the SSP programme was far wider in scope in relation to the extent to which it sought to encourage physical and sporting activity which takes place in a non-competitive context. In particular, the work undertaken by SSPs in areas including dance and outdoor and adventurous activities was identified by Ofsted as a key feature of effective practice.¹⁴ The School games Department for Culture, Media and Sport (DCMS).

16. The Coalition Government has also sought to emphasise its plans to introduce community sports clubs, hosted by every secondary school in England, as part of its alternative strategy to that it inherited from its predecessor administration. The majority of available funding for this programme is intended to be directed towards young people aged between 14 and 25 and will seek to develop closer links between national sports governing bodies and the secondary school sector.

17. While attempts to establish better sporting facilities for young people and to enable greater community use of school sporting facilities are welcome in principle, it remains a matter of concern that the decline in support for in-school sport and support for children outside the target age range of the Coalition Governments' school community sports club programme will impact on the amount of sport and physical education experienced by children before they are able to take advantage of any increase in opportunities to participate that the sports club programme might create. It is also not immediately apparent that the levels of financial and practical support offered to schools will be sufficient to enable them to participate effectively in the programme on a sustainable basis.

18. It is therefore clear that the Committee should recommend that the Coalition Government must reconsider its current approach to support for school-level sport and physical education and should look to establish alternative approaches to funding and the organisation of support for schools that will reflect and build upon the positive practice established through the SSP programme.

CURRICULUM, QUALIFICATIONS AND SCHOOL ACCOUNTABILITY POLICY

19. The strategy for a post-Games sport and physical education legacy correctly identified the need to ensure that approaches to curriculum and qualifications policy should seek to support the work of teachers, school leaders and other members of the school workforce in providing high quality, relevant and engaging learning experiences for pupils.

20. The NASUWT must therefore make clear to the Committee its profound concern in relation to the implications of reforms being taken forward by the Coalition Government to the National Curriculum, the qualifications framework and systems of school accountability for the provision of sport and physical education in schools.

21. The Committee will be aware of the longstanding concern of the NASUWT in relation to the implications of the current high stakes school accountability regime for curricular breadth and balance within schools. In the primary sector in particular, the impact of school performance tables and the Ofsted inspection framework, given the serious consequences for schools of perceived failure within the context of this regime, has generated pressures on schools to concentrate to a wholly disproportionate on the limited range of core National Curriculum subjects included within statutory assessment arrangements to the detriment of non-core subjects including physical education. To this extent, the school accountability regime has served to distort the curriculum offer made available to pupils and to constrain the ability of teachers to incorporate physical education within a suitably broad and balanced learning offer.

22. However, the NASUWT is clear that the actions of the Coalition Government in intensifying the pressures on schools to attain levels of performance in core subjects deemed to be acceptable on an entirely unjustified and arbitrary basis, particularly by threatening to impose academy status on schools regarded as underperforming, will undermine the scope available to schools to allocate sufficient curriculum time and resources to physical education and school sport still further.¹⁵

¹² House of Commons Library (2012). *School Sport*. *op. cit.*

¹³ Gibson, O (2012). *op. cit.*

¹⁴ Ofsted (2011). *op. cit.*

¹⁵ Alexander, R (2012). *Neither National nor a Curriculum: Response to the Secretary of State's National Curriculum proposals for England*. (http://www.primaryreview.org.uk/downloads/_news/2012/06/2012_06_29NC_review_SoS_letter.pdf), retrieved on 4 March 2013.

23. In the secondary sector, the introduction by the Coalition Government of the English Baccalaureate (EBacc) in December 2010, through which a narrow range of qualifications in academic subjects, excluding physical education, are given privileged status in school accountability measures, has also had negative implications for provision in the subject. A survey of over 2,500 secondary school teachers undertaken by the NASUWT between December 2012 and January 2013 found that provision for PE had declined in over 10% of respondents' schools. Nearly six in ten of teachers responding to the survey stated that pupils' ability to elect to study non-EBacc subjects, including physical education, had been restricted following the introduction of the EBacc. Almost 10% of respondents confirmed that the EBacc had led to the deletion of non-EBacc teaching posts from school staffing structures, with a further 30% reporting that vacant posts in these subjects had been left unfilled or that the contracted hours of teachers of non-EBacc subjects had been reduced.

24. The Committee will also be aware that the Coalition Government has proposed significant changes to the National Curriculum programmes of study for physical education. While the commitment to retain physical education as statutory National Curriculum subject should be noted, it is important to recognise that the proposed programme of study, if implemented, will reduce much of breadth and balance set out within the current statutory curricular framework for the subject. This would result in a narrower range of experiences for pupils and would compromise overall levels of pupil commitment and dedication to the subject as well as compromising its ability to contribute to enhancing levels of pupil motivation and supporting learning in other areas of the curriculum. The Union is also aware of the concerns of practitioners that the preferred approach of the Coalition Government, in which areas of learning not categorised as competitive sports are given relatively less curricular space than provided for at present, would not only undermine the learning potential of the subject but would also serve to marginalise areas of broader physical education upon which effective participation in competitive sports depends.¹⁶

25. The Committee should regard with extreme caution the assertions by the Coalition Government that the purpose of reducing curricular content in the programmes of study is to provide teachers with greater scope to incorporate areas of learning not prescribed in the statutory National Curriculum orders.

April 2013

Written evidence submitted by the Women's Sport and Fitness Foundation

A SUMMARY OF MAIN POINTS

- Current school sport provision is failing the majority of girls:
 - Only 12% of 14 year old girls meet recommended activity levels.
 - 51% of girls say their experiences of PE and School Sport put them off being active.
- The best possible legacy from the London 2012 Games would be to inspire a generation of active girls (which would also lead to greater participation in competitive sport).
- However, focusing on competitive sport as the starting point of Government policy may actually reduce activity levels even further.
- WSFF welcomes the recent funding announcement into Primary Schools, but is concerned that there has been no similar boost for secondary schools.
- Government must give clear leadership that the first priority of PE and school sport (both primary and secondary) should be the health of children (with activity levels as the key measurement).

FULL RESPONSE

The Women's Sport and Fitness Foundation (WSFF) welcomes this opportunity to submit evidence to the Education Committee's School Sport inquiry.

While understanding why the wording of the introduction to the inquiry refers to "school sport" WSFF believes that ensuring that school sport is as effective as possible is just one component of the greater policy goal which should be to ensure that every child meets recommended activity levels.

Despite major investment into PE and school sport under previous Governments, and concerted attention from this Government, we have a crisis in participation levels amongst our children today, with huge impacts on their health and life chances. Significantly, the problem is much more prominent among girls than boys.

- Just 16% of girls reach the recommended levels of activity by the time they leave primary school (compared to 29% of boys). *Health Survey for England, 2008*.
- By the age of 14, just 12% of girls meet the government guidelines of 60 minutes or more of activity on seven days a week compared with 32% of boys of the same age. *Health Survey for England, 2008*.
- By the age of 16, 23.8% of 16 year-old women take part in sport and physical activity at least three times a week compared with 36.3% of men of the same age. *Active People Survey 6 2012*.

¹⁶ House of Commons Library (2012). *School Sport*. op. cit

- And 31.0% of 16 year-old women take part in no sport or physical activity at all. *Active People Survey 6 2012*.

WSFF feels that the best possible legacy from the London 2012 Games would be to inspire a generation of active children. Getting girls active dramatically increases their chances of taking up competitive sport and we believe that increasing participation will have the result of increasing the number of girls hooked on competitive sport. But being active must come first.

If the PE and School Sport system is designed around a focus on competitive sport, there is a danger that girls will be put off from being active, thereby having the adverse effect of actually reducing the number of girls willing to take part in regular competitive sport. This is a very real danger as our “Changing the Game for Girls” research (published in 2012 and the largest ever project of its type surveying over 1,500 children) found that 51% of girls are currently put off being active by their experiences of PE and School Sport.

The activity statistics and our research directly with girls, highlights that the current PE and School Sport provision is failing the majority of girls.

We believe that the first step of any government policy in this area must give clear leadership that the first priority of the PE and school sport (both primary and secondary) should be the health of children (with activity levels as the key measurement).

Once this first priority has been accepted, it is fundamentally important to acknowledge that the gender gap in activity rates is so big that a one-size fits all approach will not work. Specific strategies must be put into place which address how to increase physical activity rates amongst girls.

The WSFF “Changing the Game for Girls” research shows that while families have the biggest impact on children’s activity levels, schools are best placed to effect change. Improved teacher training, clear commitment from school leadership teams, choices in the type of activities on offer, developing a school culture which values activity as well as celebrating sporting success will all help to ensure that activity levels amongst girls increase.

Team and rule-based sport is a good thing for all children, and competition must be provided for those that have interest and talent. But focusing on competition and traditional sport to the exclusion of other activities, risks alienating the majority of girls at a time when obesity levels are rising and relationship between being physically active and other social outcomes are increasingly understood.

Given the economic climate, the recent Government announcement of £150 million (per year for two years) into primary school sport and PE is to be strongly welcomed. Children often base their attitudes towards sport and physical activity on their experiences during primary school, so getting it right at that stage is vital.

Providing ring-fenced funding directly to primary schools gives headteachers, PE staff and school leaders the opportunity to ensure that they develop opportunities and experiences for girls in their school which will set them up for a lifetime of activity.

However unless getting girls (and boys) active is accepted as the first principle by all the stakeholders, there is a real risk that any extra increase in funding will just reinforce the mistakes of the past, rather than heralding in a new era.

Whilst supporting the investment into primary schools, we are very concerned that there is no equivalent boost for secondary schools, who it seems, are being left to continue very much as before. This is extremely worrying given that the status quo is girls leaving school half as likely to meet recommended activity levels as boys and 51% of girls saying that school PE puts them off being active.

It was revealing that the recent 2013 Ofsted report into the state of PE and school sport found that only “in a small minority of schools {has} the balance between maximising participation and generating elite performance been achieved”. And yet this is exactly what schools need to do.

We welcome the fact that (according to the recently published draft National Curriculum) physical education is set to remain a core element of the curriculum for all 5–16 year olds. We called for the Department of Education to include competitive sport, physical activity and dance in all four Key Stages and are pleased that this advice has been taken on board. This was one of the recommendations from our major research report “Changing the Game for Girls”, which found that schools hold the key to encouraging girls to get active.

When reflecting on the likelihood of success of the Government’s plans, it is important to consider how success will be measured. WSFF is extremely concerned that there is currently no comprehensive measurement of children’s activity levels. It seems strange that there is so little monitoring attached to such an important policy objective, and one that receives so much public investment.

More money is always welcome, and increasing the importance of PE within primary schools is to be applauded, but without being clear that getting girls active is the first priority, we risk reinforcing the status quo, rather than truly changing the game for girls.

Written evidence submitted by London Youth

INTRODUCTION AND SUMMARY OF PROPOSALS

1. The Select Committee has asked for submissions of evidence to help it address four questions to help it conduct its Enquiry. Our submission focuses only on the fourth of these questions: “*What further measures should be taken to ensure a sustainable and effective legacy in school sports following London 2012.*” We offer the Committee some specific policy proposals which concern the potential for broader community based provision of sporting and other opportunities for young people to positively impact on their experience of sport within formal education institutions.

2. Our submission briefly explains our expertise as an organisation and the basis of evidence upon which we make our proposals. It then outlines using case examples some of the potential benefits of policies which seek to support community based as well as school based provision, in the context of providing an effective legacy post 2012.

3. The three specific policy proposals we make are that:

- 3.1 More school sports facilities should be opened up to community usage (and vice versa).
- 3.2 More school based programmes should actively be expected to contain a community element using community based youth centres as a mechanism for engaging whole families in healthy living.
- 3.3 Future programmes should seek to bring a youth work approach into sports education in schools, particularly for young people not currently engaging. The learning from such programmes could inform strategic funding decisions locally and across sports and education infrastructure nationally.

4. Our proposals draw on our own evidence base, but also those of a range of partner organisations, and we quote case examples drawn from these organisations below. These include youth centres across London, but our partners also include strategic sports funding and infrastructure bodies. We recently hosted a parliamentary round table (March 2013) on the importance of community based sports provision with a range of key stakeholders including Sport England, the DCMS, the Youth Sport Trust, County Sports Partnerships and the Sport and Recreation Alliance. The consensus in the room was that more effective partnerships between school and community based provision would lead to better outcomes for young people, and this is the basis of the argument outlined in our submission.

ABOUT LONDON YOUTH

5. London Youth is a network of 400 community based youth organisations located in every London Borough. We support those organisations to become thriving, effective and well-connected parts of the community, serving the needs of young people beyond formal education and family. Our role includes providing quality assurance, learning and development for youth organisations, their staff and volunteers; advocating on behalf of young people and the youth work sector; and delivering opportunities for young people to engage in sport, leadership development and other learning—shaped by them and in response to the local need they identify—through the community based centres they trust and engage in.

OUR EXPERIENCE OF USING THE POWER OF SPORT TO HELP YOUNG PEOPLE DEVELOP

6. We are not an organisation that delivers sport in schools. Nevertheless, we have a strong track record of providing effective outcomes for many thousands of young people every year through sport. These outcomes lead to positive changes in terms of their employability; their confidence; character; learning and health and wellbeing to complement and enhance their experiences within schools and other formal education.

7. Many youth clubs in London have offered sports opportunities, facilities, coaching and competition to young people for many years. London Youth has been instrumental in helping evolve these into structured programmes that support learning and development. Since 2009, through *Getting Ready*, a programme funded by the Greater London Authority, Sport England and a number of charitable trusts, over 6,000 young people have been engaged in physical activities, through a structured weekly programme. Most of these were previously inactive, beyond compulsory one hour per week in school, yet a year on, over half are still regularly involved in sport, and 97 young people have so far progressed into paid coaching roles, with many others enrolled on sports coaching courses and qualifications to take their learning to the next level.

8. *Getting Ready* works with over 30 National Governing bodies, offering young people the chance to choose from a wide menu of sports, and to learn from expert coaches, working alongside trusted youth workers, so that they can learn to enjoy sport on their own terms. The sports range from traditional activities such as football, judo and non-contact boxing all the way through to dance and indoor cricket. The programme is designed to be flexible enough to cater for the needs of young people with disabilities or other particular needs. The results have been excellent and a significant number of young people have gone on to be coaches and take on youth leadership roles within their club and the wider community.

- 5.1 *Case Study, Calthorpe Project, London:* Ryan is 16, and lives near Kings Cross. He was involved in gang activity, disengaged from school and at risk of exclusion. Though he loved

sport, his inability to connect with formal education meant he missed out on what was on offer inside the school gates. Through working with the youth work team at the community based Calthorpe Project, Ryan became involved in the structured sports programme *Getting Ready* in a place he trusted. He began enjoying sport and taking responsibility within the club, supported by older youth workers. He quickly became a role model for other young people and has set up and now runs local football and futsal leagues from within Calthorpe, doing everything from arranging fixtures, booking referees and pitches to ensuring discipline and high standards of behaviour. He has massively grown in confidence, and has taken his Level One coaching qualification, and enrolled in a Level One youth work programme, reigniting his appetite and passion for learning.

The role of youth clubs in complementing school based sports provision for young people who do not access mainstream development opportunities

9. Based on our experience, we propose that as well as making substantial and sustained efforts to improve the sports offer inside schools, weight is also given to improving opportunities for young people to participate in a wide range of sports and physical activities within their local community.

10. The Government's 2011 *Positive for Youth* strategy sets out the guiding principles that local partners must work more closely together to help all young people reach their potential. This applies to how they develop within and through sport, and is important as context for why school and community based offerings should be better integrated.

11. While significant resource has been put into programmes such as National Citizen Service (NCS), which seeks to give young people the chance to supplement their formal education with opportunities to engage in structured social action programmes, there has been much less support for broader social action through community based youth organisations. It is important to note that this is not an argument for one at the expense of the other—indeed, London Youth is a successful and respected delivery agent in three London boroughs for the NCS programme led by The Challenge franchise—but simply seeks to make the case that the learning from this model could be taken into other spheres.

- 11.1 *Case study, Hackney quest and Coram fields Zambia 2012:* As an example of this, in 2012, young people from two inner London community youth centres, Hackney Quest and Coram Fields, decided that they wanted to combine sports learning and coaching with opportunities to broaden their experience in other ways. They were aware that within their schools and colleges, some athletes and others had had opportunities to travel overseas to compete, but as many of these young people were not dedicated sports players themselves, and were often from disadvantaged backgrounds, this kind of opportunity did not appear to be open to them. In partnership with the Tag Rugby Trust, the RFU and the Dallaglio Foundation, London Youth worked with young people from the two clubs, supporting them to complete a 12 month leadership programme in their local communities. This included engaging the young people in fundraising and other leadership development activities, until by October 2012 they were able to make a life changing visit to Zambia to coach young people there. In preparation for the tour the young people achieved a cocktail of qualifications—including Community Sport Leader Award Level 2 and Introduction to Youth Work; gained qualifications as Tag Rugby Tutors; and attended first aid and public speaking courses. And as a result of the trip, and the period of development leading up to it, the young people have become more engaged in community activities in London, and sought to further their learning through formal education in ways many of them did not think was ever going to happen. Since returning to the UK some of the young people have gone onto apprenticeships also and others are now working to mentor another group to undertake a similar programme in the future.

The role of community based sports provision in complementing school based learning for young people and families with particular needs

12. The extent to which school, community and family support together offer young people opportunities to develop is often a deciding factor on how quickly they develop and begin to fulfil their potential.

13. Undoubtedly enhanced school sports provision can help young people and their families to learn about the benefits of healthy lifestyles and physical exercise. Our experience is that young people can be role models and influencers within their families and within the wider community if they are engaged in the right way. Some of this will be in school. But again, there appears to be a significant role for community based sports provision to enhance this too.

- 13.1 *Case study, Attlee youth club, Tower Hamlets:* An example that illustrates the ability of youth clubs to combine family and wider wellbeing with sport is the experience of some teenage Muslim girls who are members of Attlee Youth Centre in Tower Hamlets. Some are not particularly engaged in school sport, and tend to be from families where traditional and conservative expectations of women's roles and behaviours can prevail. Through the *Getting Ready* programme within their youth club, some of these girls took the opportunity to develop for themselves a project which combined sport with healthy cooking and eating, giving them

the opportunity to demonstrate to their families that their learning was valuable, while at the same time improving their own leadership, confidence and wellbeing. Some of the girls have engaged in regular sessions of non-contact boxing, and one is now a qualified coach, giving other teenagers the chance to learn from her. The success of this intervention has helped the girls and their families in a community setting, complementing whatever opportunity they have had through school and the family itself.

14. Young people are at school for only 15% of their waking hours. There is a risk that the fantastic work many schools do to support young people's wellbeing and development through sport is lost because there is no provision available at evenings, weekends or through the holidays. Integrated provision with local community centres can help address this.

- 14.1 *Case study: Westminster House, Nunhead, London SE15:* In one of the poorest wards in one of the most deprived parts of London, Westminster House has provided open access youth services for 125 years. Its services include offering sessions with young people at risk of exclusion during the school day, homework clubs and other after school provision, and the indoor and outdoor sports facilities within the club (although by no means elite standard) offer the opportunity for young people to try out sport and other physical activities through the *Getting Ready* programme. By combining sports provision at the end of the school day, at weekends and through the holidays the club is able to have a major impact on the wellbeing of young people in the community. The sports offer works in tandem with other activities, such as more formal learning, Duke of Edinburgh awards, healthy eating classes and family support. One of the challenges for Westminster House is that as an open access club, working with a wide range of ages and abilities, the young people are drawn from over 30 schools in the area. So as well as "one to one" partnerships, there is a need for more strategic "community-wide" partnerships that ensure integration between the sports offers made inside and outside school.

OUTCOMES

15. London Youth is currently developing a bespoke framework for measuring the outcomes of community based sports provision and other programmes for young people, funded by the Department for Education, and in partnership with social research organization The Young Foundation. Based on our learning to date we will be looking at the extent to which such programmes reach measurable outcomes across the following themes:

- 15.1 *Health:* the health benefits of wider participation in sport are well known and understood. Enhanced school based provision will improve these outcomes for young people, but better integration between school and community programmes, embedding sport as part of a whole community approach to tackling obesity, wellbeing and adolescent mental health, should make these outcomes more sustainable, particularly amongst poorer and less engaged young people and families.
- 15.2 *Employability and skills:* as well as providing further opportunities for young people to engage in sport, community based programmes can complement school based provision by directly offering the chance for participants to train as sports coaches, and take broader youth leadership roles, thereby enhancing skills and employability.
- 15.3 *Confidence and wellbeing:* a significant reason for young people not engaging in school based sports, and indeed a significant risk factor in their overall participation in formal education, is a lack of confidence and wellbeing. Engaging young people in sport outside of school, in settings they trust, with youth workers that they may respond to, will give them a chance to build that confidence, to the point which they will re-engage in more formal learning.

16. Of course, while schools and formal education providers operate under strict national standard setting frameworks, because youth clubs operate predominantly on a non-statutory basis, there is not the equivalent of an Ofsted type regime. However, London Youth has pioneered the establishment of an accredited Quality Mark specifically designed for youth clubs, and accredited by City and Guilds, which is recognised by a wide range of funders and local authorities across the capital. This offers assurance to young people, their families, and local school partners that the services and provision on offer within clubs that have achieved *London Youth Quality Mark* status can be trusted as appropriate, safe and effective in addressing young people's needs.

KEY POLICY PROPOSALS

17. Based on our learning and experience, we would propose that in addition to any specific investments and innovations that the Committee may consider in relation to school-delivered sports programmes, if those programmes are to have the most chance of succeeding for all young people, there is also the need for some specific policies to enhance the complementary role of community based delivery. Specifically this might include:

- 17.1 *Shared facilities:* the lack of facilities in many schools has been well documented and is sure to be part of the Committee's considerations. This is not something that will be quickly rectified, making it all the more important that the notion of shared community facilities be actively encouraged. Sports provision that is accessible to young people through school in the day time,

and community based youth centres in the evenings and at weekends, will afford more young people the chance to engage for longer, and as our examples show, may offer the chance to those who are not currently involved in school sport to become so. *More school facilities should therefore be opened up to community usage (and vice versa).*

17.2 Joint programmes: while London Youth is confident about and proud of the success of our Getting Ready programme working through youth clubs, we recognise the potential for an expanded model which took the principles of a youth led, structured programme and combined it with the learning and curriculum based opportunities in schools. It is one thing to run out of school sports provision after hours within a school environment—but for the young person who does not like or engage with school, it would be better to also offer that level of provision in a community space where they feel safe and supported. *More school based programmes should therefore actively be expected to contain a community based element using community youth centres as a mechanism for engaging whole families in healthy living. This is particularly important at weekends and in the holiday periods, where school based support is very limited, and non-existent in some areas.*

17.3 Shared learning and intelligence: this would need of course to be supported by much better sharing of learning and intelligence between schools and youth centres. The fact that sports coaches may work in both environments gives an opportunity for this, and there should be much stronger links between teachers, learning assistants and youth workers. *We'd like to see a pilot scheme in London seeking to bring a youth work approach into sports education in schools, particularly for young people not currently engaging. The learning from such a pilot could inform strategic funding decisions locally and across sports and education infrastructure nationally.*

CONCLUSION

18. We are aware that we are not experts in school sports, and have presented more of a qualitative evidence base than other submissions are likely to. However, we believe that the challenge of improving young people's opportunities to engage in school sport will be greatly enhanced by also thinking beyond school, and considering some of the points that we have raised in relation to the role of broader community based provision. We'd be delighted to talk in more detail to the Committee, along with representatives from our member clubs, including young people, about any of our evidence should you wish to hear more.

April 2013

Written evidence submitted by The Youth Charter

(i) EXECUTIVE SUMMARY

1. The Youth Charter's recommendations for a London 2012 School Sport legacy is the culmination of a 20 year legacy journey resulting from the bidding and hosting of major games in the UK and Globally. This submission sets out a unique contribution of questions, ideas and potential solutions to the challenges and opportunities to build a national London 2012 school sport legacy and to "inspire a generation".

2. Many of the modern day sporting movements were developed in 19th Century Britain. With the development of urban and industrial populations, the poor health and education of working class people became issues of concern for philanthropic middle and upper classes. Sport, through the philosophy of "Muscular Christianity", was a tool through which health and education programmes were delivered.

3. During this period the modern Olympic movement was also developing. The founder of the International Olympic Committee, Baron Pierre de Coubertin (an education campaigner), was inspired by his visit to the *Wenlock Olympian Society*. Dr William Brookes established the *Agriculture Reading Society* in 1841 to help local people learn to read, and in 1850 he began the *Olympian Class of that Society* which helped local people to improve their fitness. This became the *Wenlock Olympian Society* in 1859. A young Baron Pierre de Coubertin witnessed a specially arranged mock Games, during a stay with Dr William Brookes, and this inspired him to set up the International Olympic Committee (IOC) in 1894.

4. The London 2012 Olympic and Paralympic Games were won on the promise to "Inspire a Generation" to play more sport and to live healthy lifestyles. The London 2012 Games is a direct legacy of the Manchester 2000 Olympic bid and the Manchester 2002 Commonwealth Games, and the Youth Charter has lead the social and human development agenda for each bidding and hosting process. Now the London 2012 Games have been successfully delivered the focus is the delivery of a lasting legacy; locally, nationally and globally.

5. The Youth Charter's philosophy is based on the Olympic ideals and our 20 year journey has witnessed the birth of the modern day sport and social inclusion industry. This modern day movement brings sport to the centre of youth development and citizenship. A "London 2012 School Sport legacy for all" would help inspire future generations, as well as the current generation.

6. The Youth Charter has carried out an extensive consultation and detailed study of the current structures and delivery of youth sport in the UK as part of our recently launched *Legacy Manifesto* and our soon to be launched *Legacywise Report*. The Youth Charter has concluded that the current youth sport structures do not follow a cohesive, coherent and integrated approach. In order to address this, the Youth Charter has designed a Gameswise Cultural Framework, which provides a unified, strategic, methodical, well funded, inclusive and progressive approach to youth development through sport. The Youth Charter provides the following Gameswise frameworks for School Sport:

- (1) The Youth Charters Gameswise Cultural Framework.
- (2) The Youth Charters Gameswise Community Campus Model.
- (3) The Youth Charter’s Model for Gameswise Youth Development Pathways.

(ii) INTRODUCTION & BACKGROUND

7. The Youth Charter was born out of the social deprivation, alienation, disaffection, anti social and gang related activity that led to the death of 14 year old school boy Benji Stanley in January 1993. Benji’s death sparked a local, regional and national debate on the social causes, effects and impact of social deprivation and its consequences. What had not then been considered was how the then Manchester 2000 Olympic bidding process was going to offset the unwanted publicity of a city likened to “L.A. or Beirut!” in the *Sunday Times*.

8. As a member of the Manchester 2000 Olympic Bid Ambassadorial team, Youth Charter executive chair Geoff Thompson MBE, went back on the streets to see if he could recreate an opportunity for young people, not dissimilar to his own experiences, of social and cultural exclusion given an opportunity of sport, recreation and leisure activity. Throughout Geoff’s journey from street to stadium, track suit to lounge suit, he was to serve in public life and utilise his personal experience to benefit others. With 50 young people from the south and 50 young people from the north at Wembley Stadium, the Youth Charter was born with over 300 signatories from all walks of life, signing up to the mission to “provide young people with an opportunity through Sport, to develop in life...”.

9. With the Olympic rings as the unifying power of sport to transcend social and cultural barriers of religion, race, culture and national boundaries, the Youth Charter scroll representing the “royal family of sport” (British Olympic Association, Central Council of Physical Recreation, Sport England the then GB Sports Council and Sports Aid Foundation) was used to provide an all important link with the wider social interest groups identified in the education, health, social order and environmental needs of the young people and communities the Youth Charter was trying to assist.

10. Since that time, the Youth Charter’s philosophy, mission, aims and objectives have been reflected in a number of ways, with respective Governments now beginning to recognise the role of sport in its broadest social and cultural definition as a social vehicle of change.

11. In its 20th Anniversary year, the Youth Charter aims to contribute to that effort through its Gameswise Programmes. The legacy milestones of note that reflect this effort resulted from the 2002 Commonwealth Games legacy initiative, “Citizenship in Action”. Ten communities throughout the UK were engaged and motivated to benefit from the social and human development potential for a games to make a positive impact on the young people and communities in which they live. The Youth Charter’s contribution to the social and human development legacy of major games in the UK since 2002 Commonwealth Games has included the following:

- 2004—the “Call to Action”;
- 2005—Independent Sport Review;
- 2006—“Olympic Citizenship in Action” and the launch of the Youth Charter “12” Commonwealth Report;
- 2008 Liverpool City of Culture; and
- 2010—Legacy Summit, Roehampton University.

12. The Legacy Summit recommendations were given further impetus with the 2011 summer riots that, a year prior to the Games presented the social and cultural challenges we face with our young people and communities. This saw the Youth Charter launch its “Access for All” e-petition and in 2012 hold a Youth Legacy Debate at Media City. This work continues today with ongoing contributions made via our Facebook platform.

(iii) FACTUAL INFORMATION

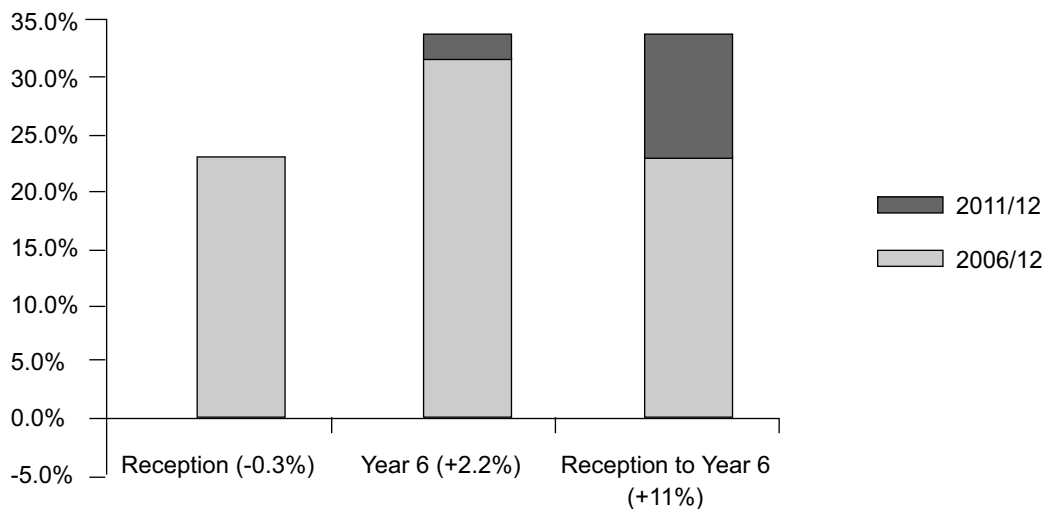
13. The educational attendance, attainment, behaviour and performance of all learning abilities, potential and educational setting both formal and informal can be greatly enhanced and improved with a cultural offer of sporting, physical and educational activity. This offer also needs to be consistent and delivered within a pre, during and post school environment in school and beyond the school gate. The benefits of a coordinated and integrated school sport, physical activity and cultural offer cannot be under-estimated and is crucial in establishing the personal, social, educational and human development in the behaviour and performance of pupils and teaching professionals alike.

14. School life is said to be the best years of our lives but for many this simply isn't the case. There are nearly 120,000 primary school, and 200,000 secondary school, pupils who are persistently absent for more than 15% of the lessons they are supposed to attend. During the 2010–11 academic year there were 610 primary school, 4,370 secondary school, and 110 special school pupils permanently excluded. There were a further 38,000 primary school, 272,000 secondary school and 14,340 special school fixed period exclusions. Sport, arts and culture in school can play a significant, if not the largest, role in reducing these statistics and improving the life chances of our children and young people.

15. Primary School is where most children first start to participate consistently in organised sport and physical activity, however, the Inspire a Generation theme of the London 2012 Games has so far failed to reduce the obesity levels of children in primary schools. The games were won in 2005 and so seven years have passed, with the current primary school pupils having spent all of their school life growing up during this period. However, the rate of overweight and obese children starting primary schools has decreased slightly for England (-0.3%) between 2006–07 and 2011–12, but by the time pupils are ready to primary school in Year 6 there has been a 2.2% increase nationally, from 31.7% in 2006–07 to 33.9% 2012. In England there was an 11% increase in the rate of children measured as being overweight and obese from the reception cohort of 2006–07 (22.9%) to the year 6 cohort of 2011–12 (33.9%). Children growing up in the 10% most deprived areas were more likely to be obese than children growing up in 10% most affluent areas. Please the graph 1 below:

Graph 1

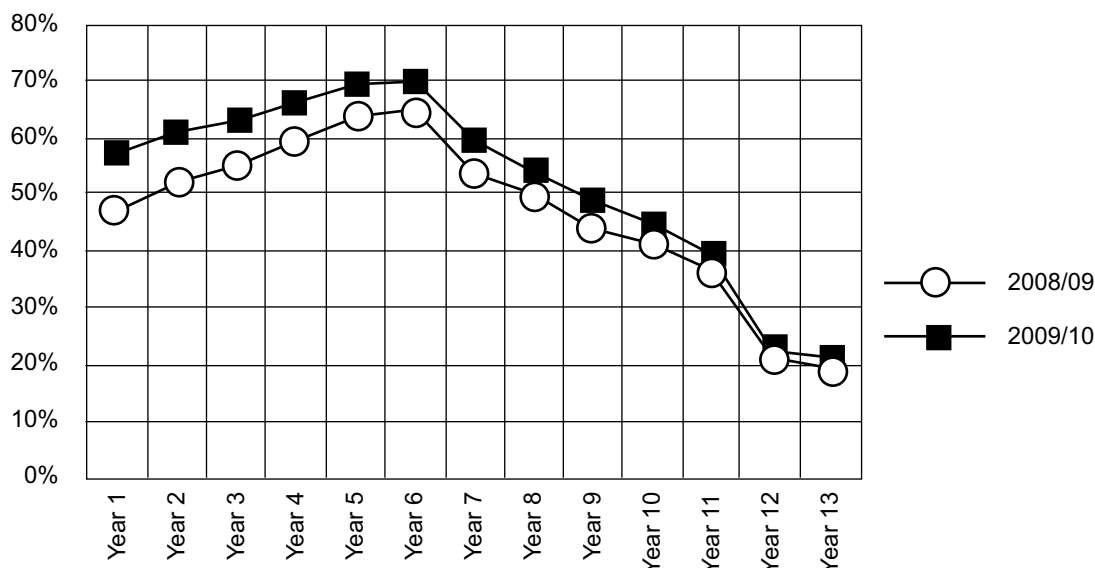
THE RATE OF INCREASE IN CHILD OBESITY RATES BETWEEN 2006–07 AND 2011–12 FOR PRIMARY SCHOOL PUPILS



16. School Sport participation peaks at around Year 6 (10- and 11-year-olds) of Primary School and then drops off from Year 7 of Secondary School and into adulthood, at key transitional stages in youth development. Please see Graph 2 below:

Graph 2

THE % OF PUPILS, PER YEAR GROUP, WHO PARTICIPATED IN AT LEAST THREE HOURS OF HIGH QUALITY PE AND OUT OF HOURS SCHOOL SPORT IN A TYPICAL WEEK



17. The London 2012 Games did inspire a myriad of legacy programmes aimed at school sport. These include:

- | | |
|---|------------------------------------|
| — Get Set | — Mayor’s 2012 Education Programme |
| — Lloyds TSB National School Sport Week | — Sainsbury’s Schools Games |
| — 21st Century Legacy | — Dame Kelly Holmes Legacy Trust |
| — Sky Sports Living for Sport | — Premier League 4 Sport |

18. However, the London 2012 Games have failed to inspire a cohesive, coherent and integrated programme for school sport in the UK. The myriad of legacy programmes will fail to deliver the “Inspire a Generation” legacy because of its fragmented approach.

19. This fragmented approach crosses over into the funding streams for youth and community sport. Sport England has pledged to invest £1 billion in the delivery of its 2013–17 Youth and Community Strategy. However, School Sport has suffered from the loss of its £162 million funding for a national network of school sports partnerships. The London 2012 borough, Tower Hamlets, attempted to offset these cut backs by investing the Pupil Premium funding from the its 90 primary and secondary in the Tower Hamlets Youth Sports Foundation, but this was not enough to save the jobs—in the year of the London 2012 Games the Olympic borough had to make five sports managers and coaches redundant.

20. The government has announced a new £150 million-a-year sports programme that will provide a typical primary of 250 pupils with £9,250 per year,¹⁷ or £37 per pupil. The funding does not mention secondary schools where sport participation’s drop’s off significantly. However, whilst this announcement of additional money for school sport is welcomed there is no mention of the all important and existing links to secondary school provisions. In order to see an efficient, effective and sustainable benefit of the additional resources realised, a more integrated and coordinated effort, in both policy and delivery is vital if the investment is to help address the significant “drop off” levels of participation, experienced in teenage years.

21. Sport England has allocated half (£493.9 million) of its 2013 to 2017 £1 billion investment package to 46 sports from as part of their Whole Sport Plan’s. The most cost effective way to ensure growth in participation and to reduce drop out in sport is to invest directly in school, college and university sport, rather than via 46 competing National Governing Bodies of Sport. Talent development programmes can be run on a representative basis from local to national levels. At a local level schools can provide community campuses that can be accessed by the local adult population who decide what sports and physical activities they would like to participate in from a range of options.

22. The government spent £44,473 million educating school pupils in England in 2010–11. This worked out at an average of £6,199 per pupil during 2010–11.¹⁸ But there is a large variance in how much is spent by schools in different regions and local authorities. Figures for 2009–10 showed that the average secondary school spent £5,200 per pupil, whilst the average primary school spent £4,284. The figures also showed that one secondary school had spent as much as £32,938 per pupil and another only £1,593. A number of primary schools spent more than £10,000 per pupil, whilst one only spent £1,370. The London borough of Hackney

¹⁷ <https://www.gov.uk/government/news/150-million-olympic-legacy-boost-for-primary-school-sport>

¹⁸ <http://www.bbc.co.uk/news/uk-wales-12280492>

had the highest average expenditure of £8,528.50 for a local authority, where as Knowsley, in Merseyside, had the lowest average of £4,301.05.¹⁹

23. There are approximately 3.5 million primary and 2.9 million secondary pupils in England (not including Special Schools). If the government had allocated the £1 billion Sport England investment in school sport then this would have worked at £135 per pupil. How much of the £44,473 million government spending on school education is invested in school sport is unclear. But if the government ring fenced a PE Pupil Premium (for all pupils) of £1,000 this would work out at £7,400 million. The investment could pay for increased school, club and community sport programmes operating from schools, with adults also able to benefit. Additional investment for school sport can come:

- Professional Sport.
- Governing Bodies of Sport.
- International, National and Local Government.
- Corporate Sponsorship and Marketing.
- Commercial activities for Youth Sport Federations.

(iv) THE YOUTH CHARTERS RECOMMENDATIONS FOR A LONDON 2012 SCHOOL SPORT LEGACY

24. The Youth Charter provides the following recommendations for a London 2012 School Sport Legacy:

- (1) School pupils to be afforded a minimum of 5 hours of PE and sport a week as part of cross curriculum learning of numeracy, literacy, citizenship PSHE and humanities.
- (2) A £1,000 PE Pupil Premium to pay for school sport.
- (3) The implementation of a Gameswise Cultural Framework and Gameswise Community Campuses that are part of an Olympic Truce Centre peace network.
- (4) Governing bodies of sport from international to local levels of sport to work in partnership with the government to develop an integrated school sport programme.
- (5) Strategic development plans for Gameswise Youth Development Pathways through Sport that are unified, methodical, well funded, inclusive and progressive.

April 2013

Written evidence submitted by Gareth Hart

EXECUTIVE SUMMARY

This submission is set against the context of the most recent changes to what was the “Singapore Promise”. It outlines the changes, successes and failures following the 2010 General Election and identifies the effects that central government policy decisions have had on the ground in Lincolnshire

The submission has been put together by a current School Games Organiser and previous School Sports Partnership Development Manager.

This document was written prior to the most recent Primary Sport Premium funding announcement.

The impact and effectiveness of current Government policy and expenditure on increasing sports in schools

1. The current government policy is negatively affecting the number and range of sports being provided in schools. Whilst the School Games Organiser and Teacher Release funding is most effective, the previous reduction in funding (following the effective removal of funding for School Sports Partnerships) is not proving to expand the sports offer to young people.

2. The Singapore Promise (the foundation stone of the London 2012 Olympic bid) to leave a sporting legacy across the county has been largely undermined following the DfE decision to cut £162 million SSP funding and remove this key delivery mechanism.

3. The removal of the 2 hours high quality PE target for schools has removed the need for schools to provide this allocation for all pupils; for many pupils the only exposure to sports and physical activity.

4. The removal of the PE survey (PESSYP Survey) has removed the tool to identify the effects of government decisions.

5. The greatest level of impact is being seen in Primary schools where PE specialist are not in place to drive PE and schools sport forward. This is clearly not the case for every primary school but the lack of support (financial and Human Resource) for this sector leaves primary schools the most susceptible to negative change following the cuts to school sport in 2011. (Written before the Sport Premium funding announcement).

¹⁹ <http://www.guardian.co.uk/education/2011/jan/12/school-expenditure-varies-widely>

The scope, appropriateness and likelihood of success of the Government's plans for a school sport legacy from London 2012

1. At the time of the coalition governments term in office (2010) there was a well understood, coherent, national sports development structure in place which was delivering its set aims. The previous governments development of sport and particularly school sport was considered to be world leading. The funding cuts to school sport have clearly impacted on this and the country's sporting future is negatively affected by the decision made.
2. The negative effects are set to deepen in September 2013 with a further reduction in funding, removing the currently funded Teacher Release Post.
3. The success of the London 2012 Olympic and Paralympic games was the initial boost in public awareness around the power of sport. When looking at under 14 year olds and the lack of any funding to support sport development, the opportunity to fully capitalise has largely been lost. This is compounded by outside factors such as the disappearance sports development teams in Local authorities, and the fact that County Sports Partnership and National Governing Body's of sport are targeted to focus funding on +14yrs.
4. Within the current national sport structures there is very little funding allocated for the delivery of sports development below the age of 14yrs.
5. The variety and therefore exposure of new sports to young people has decreased significantly following the changes to the school sport structures and young people are not being given the opportunity to try and range of sports delivered in high quality environments ie venues and by training coaches.
6. The cuts to school sport have also seen the removal of primary school Top Up Swimming support (A programme supporting the development of non-swimmers run by SSP's) this undoubtedly has had an adverse impact on the number of pupils leaving Key Stage 2 able to swim 25 meters.

The impact so far of London 2012 in the take-up of competitive sports in Schools

1. The London 2012 games has solidified the position of those schools that have always committed to the positive impact PE and school sports can have on Young people. These schools have always taken part in opportunities and continue to do so. It has not increased the number of schools taking part on the whole and less schools now take part, as the variety of opportunities has reduced, support for schools from specialist staff has reduced and schools no longer are measured on up take.
2. Young people no longer have the opportunity to take part as Head teacher and senior leaders with in schools cannot justify the expense of time and funding to supply sports opportunities.
3. The importance of developing the young people's leadership skills via Sports leadership programmes has maintained its status in schools and this is a positive.
4. The development of the School Games has drawn together a competitive school sport structure in to a brand. This is positive however it is largely unsupported and instead should have been added to the SSP structure.

What further measures should be taken to ensure a sustainable and effective legacy in school sports following London 2012

1. Continue to support the School Games Organiser role increasing the role to a full time role. The role should then be supplied with a working budget to improve PE, school sport and health in primary schools.
2. Ensure (through central government stipulation) that National Governing Body's of sport, County Sports Partnerships and Schools should focus on the development of four key pillars that effect young people under the age of 14yrs—Continued development of High Quality PE, Increasing the range and standard of competition on offer, develop leadership skills and developing links from school to sports clubs.
3. Re-instate the schools target to ensure that 2 hour High Quality PE is on offer to all pupils in England.
4. Direct health funding towards SGO's to support a programme of intervention of the nation's growing inactivity epidemic.
5. Fund primary schools to develop High Quality PE delivery and ask each primary school to work alongside the School Games Organiser for their geographic area to coordinate exit routes and additional provision.

April 2013

Written evidence submitted by the Gateshead Council's education Gateshead Service

This is our written submission for a Commons Education Select Committee Inquiry into "School Sports Following 2012".

1. *Impact and effectiveness of current Government Policy and expenditure on increasing sport in school*

The current Government Policy has been effective in:

- Reducing significantly the number of children taking part in school sport in both primary and secondary schools.
- Reducing the funding to School Sport Partnerships has reduced provision of school sport and has led to patchy provision across the country.
- Appearing not to have a clear strategy but rather has provided funding for one initiative—school games. There is no vision or support for these other vital elements:
 - developing sport skills in the curriculum;
 - providing CPD and support to teachers;
 - provision of time for teachers to plan and develop intra and inter schools events;
 - links to community opportunities—sport, physical activity;
 - forming a clear pathway for talented individuals—level 3 and 4 school games are not progressive; and
 - providing festival type events where many students can experience competition -School games caters only for the best and a relatively small number of young people at Level 3.
- Advocating one-off competitions for the most talented that will not bring about a sustained increase in participation in school sport by large numbers of young people.
- Delivering a detrimental impact on the levels of Physical Education and activity young people are receiving in our schools; these have quite dramatically decreased over time since SSPs were abolished.
- Abolishing ring fenced funding for a successful nationwide network of school sports partnerships that was recognised as a world leading infrastructure delivering on targets—even competition.
- Abolishing the annual and national School Sport Survey that made SSPs accountable and therefore unable to measure accurately any impact of Government Policy.
- Reducing (anecdotally) the percentage of pupils receiving 2 hours of high quality curriculum PE a week is heading at full speed back to the Pre School Sport Partnership levels.
- Removing the necessity for schools to provide a high quality PE curriculum that engages all young people ensuring they are provided with a basic level of "physical literacy and *education*" that encourages sporting habits for life enabling all young people to fulfill their potential in both whether that be on the sports field, dance studio, gymnasium or simply to keep fit and healthy (both mind and body) etc.
- Being purely focused on increasing sport and competition that only really appeals to those young people who are good at "it". Many young people who do not perceive themselves to be good at sport do not want to play competitive sport and certainly not in the traditional games The Government appear to be championing ie Cricket, Tennis, Rugby.
- Providing all secondary schools with non ring-fenced funding for two academic years (2011–13) for a PE Teacher Release Post (ends this academic year). The impact this has had is that we have haphazard coverage due to funding not being ring-fenced and several examples of the funding being spent on other things and worryingly in some cases not even on PE and school sport; great strides made with the SSP infrastructure have very quickly regressed in a time when we should be seeing a real and tangible legacy from London 2012.
- Reducing DfE funding on PE and school sport from £162 million to £65 million with the impact being many redundancies throughout the SSP infrastructures.
- Employing School Games Organisers working for three days a week to implement the School Games programme of competitions. Due to the reduced number of hours per week this policy has a direct impact on the number of competitions delivered and young people involved; this impact is that SGOs are only able to deliver a small fraction of the levels of competition, both regular and one off, at all levels in comparison to the previous School Sport Partnership infrastructure.
- Increasing the number of most vulnerable young people in our communities who are disengaged or at risk of being disengaged from PE, sport and/or physical activity. The impact of this is that we will have an increasing number of young people who are not achieving recommended levels of weekly physical activity, who are overweight or obese and other inherent health (mental and physical) issues.

- Reducing the broad range of physical activities and sports (such as Indian Dancing, Ultimate Frisby etc) introduced through the SSP infrastructure that appealed to these most vulnerable young people. The impact of this is that more young people will become or be at risk of being disengaged from PE and school sport and thereby discouraging sport and physical activity habits for life and increasing the inherent health problems this brings.

2. The scope, appropriateness and likelihood of success of the Governments plans for a school sport legacy from London 2012

- The School Games initiative is not in itself a school sport legacy and will not prove successful in making a sustainable increase in the numbers involved in regular school sport.
- There was huge enthusiasm leading up to and during the London 2012 Olympics and Paralympics—there was a great opportunity to build on the excitement. However the Government did not have a clear school sports legacy strategy in place and that momentum was already diminishing significantly.
- The announcement made by the Prime Minister on 16 March regarding funding for Primary School Sport in England, however, is welcomed. This announcement appears to be providing the scope, appropriateness and likelihood of success of the Governments plans for a school sport legacy from London 2012 albeit rather delayed thereby allowing momentum to wane. This recent announcement, however, is really welcomed.
- If the funding is to reach every young person it is extremely important to recognise that schools will need support in how to maximise its impact. Funding will need to be used in a way that makes high quality PE and sport sustainable, and embeds both within school life. Primary schools in particular will need support to achieve this.
- The main reason for optimism around scope, appropriateness and likelihood of success of the Governments plans for a school sport legacy from London 2012 following this announcement is that:
 - The money is ring-fenced and can only be spent on PE and sport in schools.
 - It doesn't purely focus on competition as a strategy but rather aims to provide a more "rounded" approach to improving opportunities in PE and sport for *all* young people.
 - It aims to ensure that all children have the chance to: lead healthy and active lifestyles; to enjoy PE and sport in school; to compete against their peers; and to have the chance to achieve sporting excellence from an early age. These are all elements that it would be hard to argue against.
 - It aims to improve the quantity and quality of both PE and school sport provision and opportunities.
 - The expenditure and impact will be monitored and reported on by Ofsted.

3. The impact so far of London 2012 on the take up of competitive sport in schools

- The axing of funding for the School Sport Partnership infrastructure, programmes and national measurements of PE and school sport in October 2010 has seen a dramatic decrease in the number of:
 - (i) The number of school competitions at all three levels (intra, inter and County level).
 - (ii) School age young people competing at all three levels of competition (intra, inter and County level).
 - (iii) School age young people competing *regularly* at all 3 levels of competition.
- The number of schools and participants involved in all 3 levels of competitive school sport has reduced significantly since 2010 and regardless of London 2012.

4. What further measures should be taken to ensure a sustainable and effective legacy in school sports following London 2012?

- The announcement made by the Prime Minister on 16 March regarding funding for Primary School Sport in England is really welcomed but it is vital that a clear legacy strategy is developed urgently with clear outcomes for young people and it needs to address:
 - (i) Joined up planning and funding by all agencies to ensure they all target school aged children— Sport England, National Governing Bodies of Sport, Health agencies; the policies of these sports organisations now focuses on the over 14 age group.
 - (ii) Training opportunities for teachers to improve the quality of Primary Physical Education and School Sport particularly in the light of inadequate ITT for PE.
 - (iii) The provision of time for teachers to both plan for and attend school sport events.
 - (iv) PE to be a core subject in the National Curriculum to ensure it is not marginalised and time squeezed from it; this is essential in order to help young people achieve the levels of weekly physical activity and knowledge and understanding needed to develop healthy and active habits for life; thus contributing positively to the health agenda and assisting with the reduction of children who are overweight or obese, health inequalities and associated childhood illnesses.

- (v) Reintroduction of a national PE and school sport survey to include measurable outcomes one of which should be a 2 hours of curriculum PE target for all pupils in FS, KS1–3 and an aspiration for KS4 pupils to achieve this.
 - (vi) NICE guidelines widely advocated and promoted regarding recommended weekly physical activity levels for children and young people.
 - (vii) Ring-fenced Investment in a strong infrastructure ie People to co-ordinate, deliver and develop all aspects of high quality PE and school sport and help to share good practice; this will help to support already over committed teachers and departments.
 - (viii) Provision and investment for children and young people who are talented in PE and school sport.
 - (ix) Investment for the development and deployment opportunities of young sport leaders, volunteers and officials.
 - (x) Funding to assist schools to develop strong and sustainable links to existing community clubs as well as developing new community clubs in minority sports.
 - (xi) Investment, training and support to encourage school aged minority groups (ie girls, BEM, inactive, disabled etc) to participate in extra curricular physical activity and sports clubs in both school and the local community.
 - (xii) Olympic and Paralympic athletes to be regularly available to visit schools and groups of young people throughout the country to act as role models, mentors and general inspiration in both sport and life.
- The recently announced funding stream needs to be secured for more than two years if the work is to be embedded and sustained thereby ensuring a true and lasting legacy from London 2012.

April 2013

Written evidence submitted by the Wellcome Trust

1. The Wellcome Trust is pleased to have the opportunity to respond to your inquiry into school sports following London 2012. The inquiry focuses mainly on improving sports activity in schools; however, we would like to highlight the importance of cross-curricular activities that help to link sports with other subjects, thereby increasing student engagement.

2. Including relevant science in PE lessons, and including a scientific understanding of the human body during sport and exercise in science lessons, can help to create a culture that encourages young people to be active and enjoy sport. Ensuring integration of sport into wider school life is one of the most effective ways to create a sustainable and effective legacy of London 2012.

3. Inspired by the London 2012 Games, the Wellcome Trust launched “In the Zone”, an initiative that combined sport and physiology in a touring exhibition and experiment kits for schools. In spring 2012, over 32,000 free experiment kits packed with activities exploring the science of the human body were sent to every school, Further Education College, teacher training college and science centre in the UK. Two types of kit were produced: one for ages 4–11 and another tailored to ages 11–19.

4. An independent evaluation found that 66% of a sample of 502 schools surveyed had used the materials. If this level of use was replicated nationally an estimated 19,538 schools have used their kit. More than half of primary schools and a fifth of secondary schools reported using the experiment kits in PE classes. While secondary schools tended to focus on biology, primary schools also used the activities to support sport science. This highlights the important role that science experiments can play in engaging young people with sport.

5. A wide range of professionals have been trained to use the experiment kits including sports coaches, scientists, and community and youth workers. They have subsequently cascaded their training to a variety of groups including intensive care nurses, university undergraduates and Girl Guides.

6. In the Zone provided a fun way of using science to discover how our bodies work during exercise, movement and rest, with hands-on experiments. The primary-school kits helped pupils to investigate balance, test how quick off the mark they are and find out whether people with longer legs can jump further. The secondary-school kits included experiments for students to find out how exercise affects breathing rate, test their own muscle strength and explore how the cardiovascular system adapts during different kinds of exercise.

7. In the Zone was part of the practical learning strand of Get Set—the official London 2012 reward and recognition scheme for schools and colleges demonstrating a commitment to living the Olympic and Paralympic values—and was awarded the Inspire Mark by the London Organising Committee of the Olympic Games.

8. In the Zone has helped to create a lasting legacy from the London 2012 Games. Almost all of the teachers surveyed using the kits have continued to use them since the Olympics, and plan to continue using them in the future. A dedicated website (www.getinthezone.org.uk) remains live, with supporting educational resources, multimedia and follow-up activities. There is also a Live Data Zone, where secondary school students can upload their results and use interactive graphs to compare their performance against students in other schools.

9. In the Zone demonstrates the importance of creating a culture in schools that encourages all children to be active and to understand the human body. As Sir Steve Redgrave commented when launching “In the Zone”, he owed much of his Olympic success to a scientific understanding of how his body worked. We therefore encourage the Committee to take a wide perspective when examining the London 2012 legacy in schools.

April 2013

Written evidence submitted by the Big Lottery Fund

1. EXECUTIVE SUMMARY

1.1 The Big Lottery Fund (BIG) is the largest Lottery distributor, responsible for distributing 40% of funds raised for “good causes” from The National Lottery. Since June 2004, BIG has awarded over £6 billion to projects supporting health, education, environment and charitable purposes. In 2011–12 92% of our funding went directly to the voluntary and community sector (VCS).

1.2 BIG has a long history of delivering effective funding for community sport, including school sports through a range of organisations, such as Local Authorities, schools, the Voluntary and Community sector and in partnership with other Lottery Distributors. In total, BIG (and its predecessor bodies the Community Fund and New Opportunities Fund) has committed over £1 billion to community sport across the UK.

1.3 Beyond the £638 million transferred from BIG to the Olympic Infrastructure we contributed £29 million to the Legacy Trust UK, including £24 million from the Millennium Commission. The Legacy Trust UK provided £6 million to the UK School Games, which replicate the feel of major multi-sport events such as the Olympic Games and seek to encourage more young people to take part and succeed in sport.

1.4 In September 2012 BIG announced that it would establish a trust to deliver an Olympic and Paralympic legacy for communities across the UK, the “Spirit of 2012 Trust”. The Trust will receive between £30–40 million from the funding BIG receives from the sale of the Olympic Village.

1.5 Other major investments include over £160 million through our Well-being programme, £750 million through New Opportunities for PE and Sport programme (NOPES), £90 million from our Community Sports Programme, £26.9 million for School Sports Co-ordinators, as well as funding to community sports through Awards for All, Reaching Communities, Young People’s Fund, People’s Millions and Parks for People.

1.6. This submission seeks to make a contribution specifically to the last point of the Education Committee inquiry, namely *what further measures should be taken to ensure a sustainable and effective legacy in school sports following London 2012*. It is informed by BIG’s experience from the programmes we have funded supporting community and school sports and funding the Voluntary and Community Sector more generally. BIG’s funding is required to be additional to that provided by government and we are keen to share learning from our investments about the ways that National Lottery income can complement Exchequer funded initiatives.

2. INVESTING IN GRASSROOTS SPORT LEGACY

2.1 BIG announced in September 2012 that we would establish a trust to deliver an Olympic and Paralympic legacy for communities across the UK. The aims of *the Spirit of 2012 Trust* are:

- Firstly, it should help volunteers involved in the Olympic and Paralympic Games to maintain their commitment and energy for the benefit of their local communities.
- Secondly, the trust should help inspire communities to think about how they can build on the Olympic and Paralympic values which, through events such as the Torch Relay and the Cultural Olympiad, went beyond sport and reached out to the whole of the UK.
- Thirdly, it should build on the huge shift in perceptions brought about by the Paralympics to promote greater understanding of the issues facing people with disabilities.
- Finally the trust needs to provide a source of long term focus and support to carry this UK-wide spirit of engagement through into Glasgow 2014 and the great events that will mark the coming decade. BIG hopes that the Spirit of 2012 will attract funding from other sources with a view of at least doubling the amount it has to spend in communities.

2.2 BIG is keen to collaborate with partners across the Lottery and within government, charities and the private sector to see whether they might be able to help us achieve the goal of attracting match funding for the Spirit of 2012.

2.3 In December 2012 BIG announced the first appointments to the team of “Spirit of 2012” Trustees, including representatives of UK Sport, the Youth Sport Trust and the Legacy Trust to help with the development of the Trust. The Trust will ensure that effective links are made between work associated with London 2012 and efforts already underway to build and sustain community related activities in the run up to the Commonwealth Games in Glasgow 2014.

2.4 BIG also announced that we will make available at least a further £5 million to support nationally significant community-related activities that embody the spirit of 2012. These investments will sustain essential momentum and build on existing successes while the Trust itself gets established. BIG is in discussion with a number of organisations, including Join In, Get Set, Sustrans and Britain's Personal Best about how this momentum might be sustained.

2.5 *2014 Communities Scotland* was launched in 2008 and it aims to build a legacy of well-being before and beyond the 2014 Commonwealth Games in Glasgow. In its third year, 2014 Communities offers grants of up to £2,000 to local voluntary & community groups and schools. Through the programme BIG aims to encourage more people to take part and volunteer in physical activity with a specific focus on those people who are less active. 2014 Communities will invest £6.8 million in grants over the life time of the programme. We hope that by ensuring the Spirit of 2012 Trust takes a long term view that it will build on sporting events in future years, including the 2014 Commonwealth Games.

3. ENGAGING INACTIVE AND HARD TO REACH YOUNG PEOPLE IN SPORT AND PHYSICAL ACTIVITY

3.1 Evidence shows that people from hard to reach groups find it difficult to stay engaged in physical activity in the longer term. This can be due to low self-esteem, leading chaotic lives or cultural pressures. Providing on-going support is key to keeping hard to reach groups engaged in physical activity long enough to establish a habit. BIG's investments have helped to engage inactive and hard to reach people into sport and physical activity.

3.2 *BIG's £160 million Well-being programme* in England funds initiatives that promote physical activity, improve eating habits and tackle mental health across the country, targeting areas, groups and people experiencing the starkest health inequalities. An additional £40 million was recently made available to Voluntary and Community Sector organisations. The funding will build on the Well-being projects funded by BIG over the last five years, including working with children and their families to improve healthy eating during and after school.

3.3 Learning from our different studies shows that non traditional or novel approaches of promoting physical activity is a good way of getting inactive people active. Findings show after participating in well-being projects beneficiaries were taking part in more physical exercise and doing it on a more regular basis. This can be seen, particularly with older people and children who benefited most in terms of increased activity and enjoying undertaking exercise. Primary school children were most likely to say that they enjoyed physical activity at the end of their time with projects than any other group, with 72% enjoying activity at the start of a project, rising to 83% at the end.

3.4 Our previous investment in the Community Sport Initiative (CSI) found that key factors that contributed to the success of the programme included: assessing the needs of the target group and offering activities based on their needs and aspirations; packaging activities in a way that makes them seem less like sport and more like fun; and making the activities relevant to the target group.

4. INVESTING IN SPORT FACILITIES/CAPITAL INFRASTRUCTURE

4.1 BIG has invested in a range of capital facilities for sport. Our *New Opportunities for Sport and PE (NOPES)* programme invested £750.75 million for building and improving PE, sport and outdoor facilities to make them fit for purpose. Almost 3,000 facilities have been funded across the UK, ranging from outdoor activity centres to new or refurbished facilities at schools. The investment supported wider local strategies to improve PE and school sport and to connect sport, education and health outcomes.

4.2 Key findings from the programme evaluation show that the percentage of pupils receiving two hours of PE and school sport increased by 10% after the new facilities opened. The quality of PE and school sport was enhanced and the new facilities attracted pupils who were previously inactive. The facilities also had a positive impact on pupils' attitudes and behaviours and led to young people becoming more engaged in school. The new sports facilities were also seen as symbols of change in local areas and acted as "hubs" for communities to come together and break down social barriers and engage people in sport.

4.3 BIG's People's Millions programme has also invested in a number of sports project to support young people. For example the Hillcroft Special School for young people with learning difficulties received £42,000 to create a special outdoor arena for ball games.

5. INVESTING ON OUT OF SCHOOL HOURS SPORT

5.1 There is strong evidence that out of school hours learning (OSHL) can deliver a range of positive outcomes in areas such as education, health, crime reduction and community regeneration. Sport and physical education are major components of OSHL. Over 12,000 schools in the UK benefited from £73.38 million BIG investment in *Schools Sport Coordinators* and OSHL, helping to extend the range of out of school hour activities and make these accessible to many more children. Activities helped to encourage and motivate pupils, build their self-esteem and help them reach higher standards of achievement. Most schools felt that providing revenue funding of the kind offered by OSHL alongside capital funding is essential to ensure that sports

facilities are used to their full potential the Out of School Hours funding was very important to the success of their NOPES project.

5.2 BIG continues to invest in a wide range of out of school hours sport activities through our open funding programmes—*Awards for All and Reaching Communities*. These ongoing open programmes can be accessed by schools to support projects that use sport as a motivator for broader community outcomes. Often the projects funded through these programmes support schools and communities to come together to achieve a wider goal. Activities must be not be part of the school curriculum and core hours.

Ounsdale High School in Wombourne brought the community together with their very own Olympic games attracting over 1,500 attendees. The school received £9,689 in funding through BIG's Awards for All programme which they used to put on a series of activities, competitions and events for the local community, held only two weeks prior to the actual 2012 Olympic Games.

The day started with a parade featuring one of the actual Olympic torches and the torch created especially for the day, followed by various track events. Competitors ranged in ages with the youngest being just one and the oldest being over 90 years old!

6. PARTNERSHIP WORKING

6.1 BIG's programme funding criteria often stresses the importance of local collaborations. Partnership working between organisations such as schools, local authorities and sports clubs has been critical to the success of many of our projects.

6.2 Effective partnership working made a substantial contribution to the achievement of the NOPES outcomes. Projects have made strong links with other initiatives such as School Sports Partnerships, Active Schools, Every Child Matters and Extended Schools.

6.3 The evaluation of the Community Sport Initiative found that the projects that showed the best results in attracting their target participants were those that had strong partnerships, with all the partner organisations advertising and encouraging target groups.

SHARING LEARNING AND GOOD PRACTICE

New Opportunities for PE and Sport final evaluation summary: www.biglotteryfund.org.uk/er_eval_nopes_final_eval_summary.pdf

New Opportunities for PE and Sport Initiative (NOPES) evaluation: The Loughborough Partnership Final Report (2009) www.biglotteryfund.org.uk/er_eval_nopes_final_report.doc

NOPES Working Paper: Evaluation of 10 Football Foundation Projects. Key findings and lessons learnt (July 2008) The Loughborough Partnership. www.biglotteryfund.org.uk/ff_working_paper_july_2008_ab.pdf

New Opportunities for PE and Sport: Year five summary (June 2008) www.biglotteryfund.org.uk/er_eval_nopes_yr5_summ.pdf

New Opportunities for PE and Sport: Year five evaluation report (Jan 2008) The Loughborough Partnership: www.biglotteryfund.org.uk/er_eval_nopes_yr5_rep.pdf

Community Sport Initiative final year evaluation report *Community Sport: Year Three Report* (May 2009): www.biglotteryfund.org.uk/eval_csi_annual_report_yr3.pdf

Well-being evaluation reports www.biglotteryfund.org.uk/research/health-and-well-being/evaluating-well-being
April 2013

Written evidence submitted by Lorraine Everard—PE & Sport Strategy manager (PESSM), on behalf of Mid Sussex Active (a successor organisation to the Mid Sussex School Sports Partnership)

SUMMARY

- Mid Sussex Active (MSA) was set up following the swingeing cuts made in Oct 2010, as the schools in Mid Sussex valued their Sports Partnership and were very keen to see it continue.
- As four key staff had to be made redundant due to the timing of the announcements and subsequent funding, a new organisation was set up to take the place of the Sports Partnership. This was only possible with the drive and passion of both the Partnership Development Manager and the Governance group of the Partnership. The PDM subsequently applied for the new post and became the PESSM.
- Due to the hard work and dedication of the leaders of the new organisation a structure which closely mirrored the partnership. The focus of this is the coordination and delivery of collaborative projects with schools to improve PE and school sport, plus deliver the objectives of the School Games programme.

1. *The impact and effectiveness of current Government policy and expenditure on increasing sports in schools*

1.1 Current policy regarding School Games and PE Teacher Release is not effective:

- (a) Funding a part time School Games Organiser and then separately funding PE Teacher Release from secondary schools where there is no link between the two is neither effective in terms of development or of driving improvement/increasing participation in sport, whether that be competitive or otherwise.
- (b) Unless this is driven locally, there is no link between the two, and many secondary schools have not made good use of that funding to either support development of PE nor increasing competition within schools. In Mid Sussex, MSA worked with all schools (primary and secondary) to ensure that there was quality release and that their work was targeted at this. In an area adjacent to ours, only 3/7 schools release anyone, but there is no one to coordinate that work and so support to schools is patchy at best.
- (c) Impact on young people is noticeable. For the Sussex School Games Winter finals, in Mid Sussex there were 131 teams playing in 24 different competitions, with in excess of 1200 YP taking part. The average of the four areas that surround us (none of whom have a coordinated whole partnership approach) is only nine competitions, averaging 47 teams and only 390 YP.
- (d) Surely this demonstrates the effectiveness of working in partnership; an approach which current government policy does not support!

2. *The scope, appropriateness and likelihood of success of the Government's plans for a school sports legacy from London 2012*

2.1 The recent announcement of funding to primary schools and some other associated areas does not, in our opinion, provide a coordinated legacy for school sport. It merely provides a complicated structure of potential activity options which schools often will not have the time or manpower or expertise to access.

- (a) Primary schools in particular have immense staffing pressures, especially those small rural schools. Finding the time within their teaching and other commitments to manage the whole process of effective spend on pupils will be incredibly onerous. Surely it is not effective for the 42 primary schools in our area to each have to go out to find specialists and coaches to work alongside their teachers, or to provide after school clubs or to provide activities that increase healthy physical activity? If even a small proportion of the plans had included funding for a post/body to support schools through this process to ensure high quality support was available, then this would have, in our opinion been far more effective.
- (b) In Mid Sussex, schools are looking to spend a proportion of this funding on just this service as they know they do not have the capacity on their own to organise and deliver competitions, to provide appropriate professional development opportunities for their staff, to extend their more able students, to cater for any disabled students they have, and all those things that are more effectively done by key coordinating partners.
- (c) In areas where there is no-one responsible for driving this legacy, the funding will not be used effectively and there will be little or no evidence of high quality provision and impact.

3. *The impact so far of London 2012 on the take-up of competitive sports in schools*

3.1 There is more interest, but less capacity to deliver:

- (a) In 09–10 in Mid Sussex, the School Sports Partnership had 484 teams with over 7000 YP competing in inter school competition, but we had a dedicated Competition Manager working alongside a PDM and seven SSCo's. In 11–12, and working at maximum capacity, the SGO managed to engage the schools (with the help of our seven PE TR's) to get just 317 teams and 3200 YP involved in Level 2 (inter school competition)

4. *What further measures should be taken to ensure a sustainable and effective legacy in school sports following London 2012*

4.1 In our opinion, there needs to be a coordination remit to the whole strategy (assuming there actually is a real strategic approach to this and not just an amount of funding allocated to the legacy). This post needs to be related to each local area where the needs of schools are best known and understood, and needs to have a key understanding of education and in particular, physical education, as this is not an area that NGBs are expert in. This post could both support the schools to maximise the use of their funding, could collate the various needs and put into place support mechanisms that would provide answers and finally could collate and report the evidence that young people really are benefitting from the investment:

- (a) The development of Leadership across all phases also needs to be a coordinated programme. This, to us, would include leadership and management of PE in schools, and aimed at PE Coordinators, also the development of sports leaders, who have proved to be very effective in increasing participation amongst their peers and younger pupils, as well as becoming influential young people with excellent job prospects due to the skills they have developed. There is also

the need for primary pupils to be engaged in leadership, again for the organisational and independent learning skills that this develops in young people.

- (b) Example; a leader developed at one of our schools... has been involved in sports leader programmes, has run clubs, planned and delivered competitions, become a Young Ambassador and influenced Head Teacher and Councillors, as well as staff and students in the USA. This young lady is currently going through University on a six year scholarship with KPMG, a scholarship she acknowledges was gained almost wholly on the experiences & skills she gained and leader and Ambassador... I rest my case!

April 2014

Written evidence submitted by Will Parry, Department of Quantitative Social Science, Institute of Education, University of London

1. POLICY HAS IMPLICITLY MADE TRADITIONAL ELITE SPORT THE MODEL FOR SCHOOL PROVISION

1.1 The focus on performance, competition and servicing the aims of organisations with elite sport interests runs through government policy documents related to school sport from the time of John Major onwards. *Sport: Raising the Game* (DNH 1995) introduced the identification and development of future elite sporting talent as a main aim of policy: “We must [...] ensure that individuals with talent are identified quickly and systematically and that we make proper provision to allow sporting talent to flower”. During Tony Blair’s government, *A Sporting Future For All* (DCMS 2000) maintained this focus, seeking “more success for our top competitors and teams in international competition” (pp.5). *Game Plan* (DCMS 2002) aimed toward: “a sustainable improvement in success in international competition, particularly in the sports which matter most to the public, primarily because of the ‘feelgood factor’ associated with winning” (pp.12). The *PE & Sport Strategy for Young People* (DCSF 2008) emphasised competitive sport, talent identification and performance development, stating that: “[...] every young person should have: [...] access to regular competitive sport [...and...] pathways to club and elite sport”. The most recent policy for youth sport, *Creating a Sporting Habit For Life* (DCMS 2012), has continued this theme, with its emphasis on the legacy of the London Olympics, its annual school games and the focus on competition and traditional sports.

1.2 The problem with this focus is that it colours the entire debate regarding what school sport is and should be. The National Governing Bodies of sports are powerful lobbyists and have a strong influence that is apparent throughout these policy documents, but their main focus is toward elite competition and promoting their particular sports. If one argues that promoting these sports is not in the interest of the majority of children (and adults, for that matter) they are unlikely to agree. Their interest in schools is to identify talent and encourage participation and spectatorship of their own sports. Any alternative views of how to get children more active (not focused on traditional sports provision) are excluded by the dominance of this perspective.

1.3 Research into PE teachers’ views of their subject (Green 2002) suggest that these policies often serve to entrench teachers’ pre-existing sporting ideologies, which are related to their personal histories (often in elite sport). But the vast majority of children are not and will never be elite athletes. Should policy not focus on the needs of the many rather than the few? Under 10% of children are identified as gifted at PE and sport (DfE 2010); a vanishingly small fraction of these children will go on to compete at a national level in sport; only a tiny fraction of those will be successful on the international stage. Is this policy focus sensible when the number going on to become the “stars of the future” (DCMS 2013) will, by definition, be practically negligible? Why do we not concentrate all efforts on providing the 90% with activities they enjoy and are likely to maintain at sufficient frequency to be healthy? My assertion is that promotion of a wide variety of sporting and recreational activities in a mostly non-competitive environment are more likely to achieve this goal.

1.4 In recent decades, there has been a gradual move to supplement the usual range of sports available in schools with other activities. Evidence suggests that this is appreciated by many children (Smith 2009) and may have influenced the rise in participation levels by children and adults (Green 2002a, 2005). By providing more choice, children are more likely to find an activity they enjoy and become proficient in. For those who do not find competitive sports appealing, alternative activities that do not involve direct competition may provide an effective way to retain and encourage their long-term participation, enabling them to accrue a rich portfolio of positive experiences on which to rely in adulthood. Continuity can form between school participation and active lifestyles in adulthood, when built on a foundation of enjoyable, varied experiences.

2. A FOCUS ON COMPETITION IS DETRIMENTAL TO THE MAJORITY OF CHILDREN’S ENJOYMENT AND MAINTENANCE OF SPORT AT AND BEYOND SCHOOL

2.1 Those children who do not wish to participate in highly competitive traditional sports may be put off sport in school if they are not given the opportunities to participate in a non-competitive way. It is known that competitive sports have limited appeal to many children (Penney 1997) and promoting them above other forms of participation “is likely to be counter-productive in terms of promoting lifelong participation” (Green 2004, pp.81), yet both curricular and extra-curricular provision are frequently focused on competition (Penney 1997a). Even for those children who are keen on competition, “specialisation” too early (focusing on too few activities when young) may be detrimental to lifelong participation (Kirk 2004, 2005), providing a too narrow portfolio

of sport experience on which to rely in future. Even government policy documents have noted the risk of early specialisation (see Game Plan 2002). It has been suggested (Green 2002a) that proficiency in three or more activities, preferably including “lifestyle activities” (as opposed to traditional competitive sports, see Coalter 1999), may be necessary to provide an adequate portfolio of skills and experiences for lifelong participation.

2.2 Politicians are fond of reminding us that competing in sport teaches valuable life lessons like how to win and how to lose graciously, perseverance, self-discipline, etc. The problem is that this is not generally what happens in practice. At school, and particularly when puberty kicks in, the difference between the maturational age of children in the same school year can be vast—with growth spurts occurring any time between 10.5 and 16 years for boys (see Stang 2005). Add in differences in birth month, natural ability, family support and interest, size and body type, and you have a situation in which competition in any sport is inherently unfair. As a result, when the focus is on direct competition, often the losers lose and the winners win for much of the school career. It is also important to bear in mind that performance and success in sport is generally relative, not absolute. Hence, in a school with high sporting ability, children at the bottom end may feel they are poor at sport and so identify as not “sporty”, when in fact they may be very physically able in absolute terms.

2.3 Identifying as sporty or not sporty can have long-lasting impacts, affecting the tendency to participate in exercise and sport throughout life. Qualitative research into why young children decide to be active and what they prefer has consistently shown that the two main reasons for participating are that it is fun and they get to socialise with friends. As a result, the experiences which tend to be recalled as the most enjoyable are informal ad hoc games with friends, not formal sport competition organised by adults. When competition is so inherently unfair and being successful means beating others irrespective of absolute ability, is it not obvious that focusing on competition in schools is perverse and may lead to significant detrimental outcomes for many?

3. USING THE POPULATION’S PREFERENCES AS A MODEL FOR PROVISION

3.1 If the aims of policy are to make children and the population as a whole more active, then whether one identifies as sporty or not should be irrelevant. Having skills in a particular competitive sport has no bearing on whether one is sufficiently active to accrue health benefits. Adults which manage to reach the Chief Medical Officer’s guidelines for healthy levels of activity do not generally manage this by playing traditional sports. The most popular activities are in fact lifestyle activities—“individual, flexible, non-competitive and fitness-oriented” (Coalter 1999). The most popular ten activities for men and women in Great Britain are lifestyle activities (Fox 2004) such as jogging, going to the gym, yoga, cycling and swimming. The only traditional team game that is popular amongst men is soccer; for women, no team games are popular. Indeed, only a small proportion of adults play competitive sport at all. Lifestyle type activities are also increasingly popular with children but are not traditionally provided in schools.

3.2 Providing highly organised competitive sports opportunities to children is unlikely to lead them to become active adults. On entering adulthood, activity goes from being organised to being completely self-motivated. Adults have to choose to be active and fit participation in to their busy schedules. By providing children with enjoyable experiences of participating in activities they might be able to pursue as adults conveniently and flexibly, we will have a greater chance of increasing participation in regular physical activity. Organised sports tend to be participated in too infrequently to enable achievement of the Chief Medical Officer’s guidelines for physical activity, although they can indeed form a part of it. More routine activity is required for health. Regular exercise (such as lifestyle activities) or active commuting tend to form the backbone of activity for those who are sufficiently active.

4. CONCLUSIONS

4.1 For too long schools have been viewed as training grounds for the elite athletes of the future, essentially making use of a large captive population to filter out those who might be able to achieve gold medals for the country. This focus biases policy toward perverse approaches to getting children to be more active, focusing on competition and performance, as opposed to fun, variety and inclusivity. Being physically active is not the same as taking part in competitive sport. There are many ways to be active. The type of activity and whether it is participated in competitively have no bearing on whether one is reaching healthy levels of activity. Focusing on these things simply serves to reduce choice, opportunity and enjoyment.

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- April 2013

Written evidence submitted by The Premier League (PL)

INTRODUCTION

The Premier League (PL) has a long-standing commitment to delivering a huge variety of work in schools, and in the wider community, to young people outside of school hours. Under the banner of our Creating Chances programme, this work has at its heart an aim to get young people more physically active, interested in football—and a wide range of other Olympic sports—and more healthy.

Creating Chances is the work that the Premier League delivers at the heart of its communities in which the clubs operate. Delivering this work is a key part to a club’s operation, with over 1,600 staff employed across the twenty clubs dedicated purely to community-focused programmes.

Over the last three years Creating Chances has invested £111.6 million into the heart of local communities, benefitting 14 million people. Every £1 invested by the Premier League has seen £3 of matched funding.

In 2011 a new charitable organisation was created—the Premier League Charitable Fund (PLCF)—to act as a governance vehicle to administer £10 million each year into central and club community activities.

Our work has been defined across five key themes: Community Cohesion, Education, Health, Sports Participation and International. The Premier League and its clubs partner with a range of local and national bodies and Government departments on this work.

Government partners include the Department for Culture, Media and Sport, the Department for Business, Innovation and Skills, the Department for Work and Pensions, and the Department for Education. Other major

organisations we partner with are the volunteering charity v, the Metropolitan Police, Sport Relief, the Prince's Trust, the Youth Sport Trust, Sport England, the British Council, the Down's Syndrome Association and the National Literacy Trust.

The Premier League also supports the football family, providing over £30 million funding each year to the Football Foundation, the Football League, the Football Conference and the Professional Footballers' Association.

SUBMISSION OVERVIEW

This submission is divided into the following sections:

- (1) Answering the four questions put forward by the Committee;
- (2) Lord Coe's vision of how the Premier League is contributing to the legacy of London 2012;
- (3) Highlighting the ways in which the Premier League and its clubs can help ensure an effective legacy to London 2012, including the views of other notably placed individuals on the Premier League activity delivered in schools.

Modern times have seen fewer children in school getting a proper grounding in PE in general and football in particular. This is damaging to the large number of young people who would gain from the physical and social benefits that come with playing sport. Many children are now lacking the basic skills of fundamental movement and physical literacy due to the lack of sustainable school sport over the last decade. The Government now recognises the scale of this challenge and has increased the resources available to primary schools in particular. This policy will be a key step in re-invigorating school sport.

There is huge scope to use NGB's and sporting organisations to support and develop a school sports legacy. The possibility of a constructive partnership with the Premier League that would place professional clubs (including Football League and Conference clubs) at the heart of a network of schools in each club's catchment area would make a hugely positive impact on school sport and provide a much needed Olympic legacy. This network would deliver quality assured provision around a school curriculum programme based on physical literacy/activity, fundamental movement as well as a pathway to competitive football. Access to competition is a key component of community programmes and can act as the catalyst to sustaining participation and creating a sporting habit for life. London 2012 highlighted this and the Premier League's experience, identified later in this evidence through the PL4Sport and Schools tournament initiatives, is that access to quality competitive sport is imperative for children.

Quality assurance is a fundamental requirement of future sustainable and effective school sport legacy to ensure compliance with statutory guidelines. Training is also essential to up skill existing teachers so they are confident and competent in delivering sport sessions and have access to relevant curriculum online resources.

LORD COE, CHAIRMAN OF LONDON 2012 AND THE BRITISH OLYMPIC ASSOCIATION

Lord Sebastian Coe is as well-placed as anyone to give his view on how we build on the impact London 2012 has had, and I am sure is someone that the Committee will be seeking to gain evidence from. He has contributed an introduction to our new Creating Chances report (due for publication, late March), and given its focus on the precise issues this Inquiry is considering, we felt it worth submitting a section of that piece, in which focuses on the role the Premier League and its clubs have to play:

"Moving forward, all of us involved in sport have an important job to do in harnessing that energy (provided by London 2012) to powerful effect. I am pleased to see that already the Premier League is doing it right. For years the Premier League has been delivering in the area of sports participation and they, like me, are heartened to see that in 2012 this issue moved higher up the agenda for Government."

"It was appropriate that just after the end of the Paralympics in September the Premier League launched the Premier League Community Facility Fund, a three-year £18 million capital investment programme to build local sports facilities to increase participation and physical activity in underserved, inner city areas."

"But it's not just about sport. In this report are some powerful examples of partnership having an impact on young people upon these shores and afar: Kickz with the police, Premier Skills with the British Council, Reading Stars with the National Literacy Trust, over 80 community projects funded by the Premier League Professional Footballers' Association Community Fund."

"And that's just the League; you now have the likes of Liverpool and Sunderland acting as lead agencies in their city for men's health and family learning. Professional football is now a recognised best practice provider of social development. As chair of the British Olympic Association I have a personal interest in what for the last four years has been one of the most imaginative sports programmes in the country, Premier League 4 Sport."

"Since 2009, Premier League clubs have been used as hubs to promote the Olympic sports of judo, badminton, table tennis and volleyball. The Premier League's appeal catches youngsters' attention, the deep local roots of every Premier League Club means that there are talented and experienced

community coaches able to welcome the enthusiastic participants to the project, and then the other sports show what they can do.”

“So far nearly 60,000 young people have joined in, 351 satellite sports clubs have been created around the 20 Premier League clubs, an encouraging 37% of participants are now female, and in excess of 2,700 young people now have sports coaching qualifications.”

“This energy and excitement has seen the project grow. No longer just four sports but expanded to eight, with netball, hockey, handball and basketball added in 2012. More are knocking at the door; the next phase will see tennis, athletics and golf joining in; finding the next Andy Murray, Jess Ennis or Rory McIlroy should not be beyond us. At a time when public spending is under pressure, it is important that sport works together to make the most of its assets.”

“The Premier League brings matching funding to the table, making it attractive to Sport England who see their money go further. The other sports have their networks too. Together they also bring in solid investment from their own sources. True partnership by organisations that all love sport and see no barriers to working together to achieve a common aim.”

“The Premier League is to be applauded for ensuring that thousands of young people will get their opportunity to participate in sport. In years to come the whole of sport will still be feeling the benefit—from Sports Personality of the Year all the way through to the local sports hall.”

PREMIER LEAGUE CONTRIBUTION TO SCHOOL SPORT

There are two projects that form a key part of the PL's Creating Chances programme that we see as crucial factors in helping the Government meet its aims on school sport.

PREMIER LEAGUE 4 SPORT (PL4S)

PL4S is a pioneering sports participation programme run in collaboration with Sport England and the Youth Sport Trust that is giving young people access to eight Olympic sports and providing lasting legacy from the London 2012 Olympic Games.

£5.85 million has been invested in PL4S giving nearly 60,000 young people between the ages of 11–19 access to eight Olympic sports that might not have been available to them: badminton, basketball, handball, hockey, judo, netball, table tennis and volleyball. The Premier League works with the National Governing Bodies of each of these sports to ensure that PL4S meets with their aims and objectives for engaging school age children.

We aim to expand the project out to include twelve sports from 2013–16, adding four new ones to those above (boxing, tennis, ???)

Premier League clubs act as hubs linked to community sports clubs and facilities, which in turn are connected to local secondary schools to create 351 satellite sports centres. Together they have ensured over half a million contact hours with the young people involved in PL4S.

Young people, particularly girls, lose interest in sport through their teenage years. But an impressive 37% of PL4S participants are female.

“Engage, retain, sustain” is a key phrase about PL4S. In 2012, PL4S got 12,442 young people engaged in sport for the first time, exceeding targets set by 27%. Almost three-quarters of them (71%) were retained with repeat interest, and 41% of them a commitment to competition and qualifications.

As mentioned above, Sport England is a key partner on PL4S. Mike Diaper is Executive Director of Community Sport at Sport England. He has the following to say on the project:

“Looking back before PL4S we knew we weren't cracking it when it came to getting youngsters to actively choose to do sport in their own time. It was clear that we needed to do two major things: bridge the gulf that existed between school and community sport and challenge traditional sports clubs—which at that time could be very uninviting to young people.”

“Several years on the Premier League has really helped to break down those barriers. What the satellite clubs have done brilliantly, for example, is to act as a bridge between school provision, young people and community sports clubs. Instead of being a massive jump—as it once was from school to club—it's now small stepping stones. The satellite clubs have also successfully challenged how coaches work with young people and how sports organise their clubs. As a result the Premier League has helped community clubs become more young person-focused. The reason why we believe the Premier League is such a strong and successful partner is quite simple: its clubs have a unique appeal.”

“Their pulling power attracts entire generations week in and week out. That has helped us to reach out to young people—whom we wouldn't normally have contact with—and get them through the door into sporting activity. We wouldn't have been able to achieve the same results, within the same time frame, with any other partner.”

“When we launched, the minority sports (with the exception of table tennis) were really very small. Through PLAS these sports now have greatly increased capacity to reach people. PLAS has built capacity to such an extent that a small sport like handball can now be played by young people in more than 300 community locations.”

“To date, the partnership’s major achievement is the number of youngsters who now regularly participate in sport. We have real confidence that PLAS is generating a lasting sporting legacy. The hard facts are there; they come from the programme’s ongoing independent impact study. But we also have something else which points to its success, and that is the incredible stories coming directly from the Premier League, community and satellite clubs.”

“Story after story has emerged detailing how youngsters who started in satellite clubs in 2009 are now running them. Others tell us how young people have become inspirational coaches, whilst some are now in long-term athlete development programmes. I’ve never come across anything like it.”

“PLAS is a strong model for youth sports participation and proof of how well it works is illustrated by the fact that Sport England is putting £49 million into mainstreaming the satellite club programme with a much wider range of sports. We will be taking it out to every single school and community across the country. The partnership can be very proud that the model is going to be used across England.”

Another person who has seen the impact of PLAS up close is Gemma Gibbons, who won a Silver Medal at London 2012 in Judo. She said:

“The success of London 2012 has probably given us a once in a lifetime chance to inspire such a number of young people. It’s important that we have large-scale initiatives like Premier League 4 Sport to deliver on that promise.”

“The power of the Premier League badge is amazing but what has been more impressive is the backing and commitment of the clubs. Premier League 4 Sport is Olympic legacy in action.”

PREMIER LEAGUE SCHOOLS TOURNAMENT (PLST)

Another project that helps drive sports participation at schools is the PLST. The Premier League Schools Tournament has been running since 2006, and 2012 was the biggest and most successful to date as 1,000 schools and 8,000 young players took part.

Over 40,000 young people have played in the seven years to date and this is set to grow as we plan to expand the tournament in future years to encompass even more schools.

The format is a simple one. Every Premier League club has six-a-side competitions for local schools in two age groups—Under-11s mixed and Under-13 girls—for the right to play in the national Final, which is held on the pitch at a Premier League club stadium (last season it was at Arsenal’s Emirates Stadium).

The 320 pupils (40 sides of eight team members) who take part in the Finals get an authentic Premier League experience: they wear proper club kit, use the same dressing rooms as players use on match-day, come out of the tunnel to the Premier League anthem and the matches are officiated by Premier League referees.

The key factor in the project is the appeal for the young people of competing to win the right to wear the shirt of their local Premier League club, and if they progress through the regional finals, to have the rare privilege of playing at a Premier League ground. This in essence is why the Premier League and its clubs are in a unique situation with regards the impact they can have—because of the interest there is in Premier League football, they have an opportunity to encourage young people like no other.

Again, it is perhaps best to understand the impact of the tournament from the perspective of someone who has been directly involved in it. Verity Whinnerah is a PE teacher at St Peter’s Catholic High School in Wigan. Her Under 13 girls team represented Wigan Athletic in last season’s final at The Emirates Stadium, and went home as winners after defeating local rivals Blackburn Rovers on penalties.

Verity explains how winning the tournament has sparked a school-wide interest in girls’ football and sport:

“When I began teaching at St Peter’s four years ago there was no girls’ football played in school. We were building up slowly and in September 2011—when two very enthusiastic girls started Year 7—we finally had enough Under-13s interested in the game to bring a team together.”

“We entered the PLST but didn’t think much about the outcome, the girls just wanted to play well and win their matches. It was only after they won the area competition that we became fully aware of the enormity of the prize.”

“Wigan Athletic was absolutely fantastic and provided some inspirational moments for the girls. They presented the team on the pitch, gave them free tickets for matches and provided their kit for the Final.”

“For all of us, teachers, parents and children, however, the actual Final at Emirates Stadium was out of this world. I didn’t believe it was possible for children to be so excited! The stadium was a magnificent site, truly awe-inspiring. The girls used the players’ changing rooms and walked out on to the pitch as the professionals would. Their experiences will stay with them forever.”

“As a teacher I was overwhelmed by the sheer scale of the tournament and the work that the Premier League had put into it. The massive organisation, the time and effort it invested into an event for schoolchildren just blew me away.”

“The great thing for our school is that we have more girls playing football now than ever before. The victory was an eye-opener for many pupils—and a number of teachers! The squad that won the PLST was constantly being mentioned around school. I know it got other girls thinking ‘maybe I could give it a go’. From nothing four years ago we currently have two full squads and enough girls playing to create year group teams for competitions. The girls are already rallying the troops for the 2013 tournament.”

“Too often girls and football don’t mix, but the game’s profile has helped us to retain girls’ interest in that crucial time around Years 9 and 10 when they might otherwise drop out of all physical activities. The girls’ success has also given pupils involved in other sports a more competitive edge. They all want to win something as prestigious as the Premier League Schools Tournament.”

CONCLUSION

The Premier League has a proven ability to engage, motivate and inspire young people using the power of football to positively change lives. The Premier League is able to use the delivery experience of our clubs to provide quality school sport provision that supports Government plans for a London 2012 legacy and encourages sports participation. This would be based on a written curriculum that can be delivered by club coaches to promote physical literacy and fundamental movement and provides a pathway to competitive football.

All agencies involved in the delivery of this new school sport policy should be of the necessary compliance to drive up quality standards to help provide a sustainable and effective legacy to build on the success of London 2012.

April 2013

Written evidence submitted by the National Association of Headteachers (NAHT)

THIS SUBMISSION RELATES TO THE FOURTH QUESTION IN THE INQUIRY BRIEF.

Key Issue 1: To raise the profile and status of PE in the primary curriculum so that all schools commit to prioritising the physical health and mental well-being of their pupils

Recommendations to achieve Key Issue 1:

- (a) Retaining PE as a core element of the new curriculum.
- (b) Initiating a national award scheme that enables the skills and qualities demonstrated by young people in PE to be rewarded.
- (c) The quality and quantity of PE, school sport and physical activity to be a more measurable outcome for all schools.

Key Issue 2: To create a sustainable, long-term solution to improving the quality of PE teaching in primary schools

Recommendations to achieve Key Issue 2:

- (a) Producing a clear description of what high quality PE, PE teaching and PE curricula look like from EYFS through to the end of KS2
- (b) Piloting a new CPD approach through *Primary PE Specialist* (PPS) role. This high quality individual will be primary trained but with a PE specialism. They will work with a small group of local primary schools, ideally spending one day a week in each. They will work with EYFS through to KS2, modelling lessons, coaching teachers, cooperative planning and co-teaching so that there is a sustainable legacy both in the school and across that family of schools. Based on feedback from the pilot, the national roll out would ideally commence in September 2014.
- (c) Ensuring physical literacy training and support is available for every primary teacher, trainee primary teacher and other support staff as appropriate.

Key Issue 3: To improve the number and quality of on-site facilities for PE and school sport

Recommendations to achieve Key Issue 3:

- (a) Ensure that every school has access to a safe grass (or synthetic) PE teaching area (fenced where appropriate)
- (b) Upgrade playgrounds to ensure that every school has a safe, flat hard surface for PE teaching PE (fenced where appropriate)
- (c) Ensure that every primary school has the use of a safe, appropriate indoor space.

If these actions are taken, we believe that there will be a foundation for a genuine lasting legacy from the 2012 Olympic and Paralympic games.

April 2013

Written evidence submitted by the Association of School and College Leaders

1. The Association of School and College Leaders (ASCL) represents over 17,000 heads, principals, deputies, vice-principals, assistant heads, business managers and other senior staff of maintained and independent schools and colleges throughout the UK. ASCL has members in more than 90% of secondary schools and colleges of all types, responsible for the education of more than four million young people. This places the association in a unique position to consider this issue from the viewpoint of the leaders of secondary schools and of colleges.

2. ASCL welcomes this inquiry, which is timely. There is a good deal of concern amongst leaders of secondary schools and colleges about this issue, and a sense that the opportunity to “inspire a generation” and build on the success of last year’s London Olympics has been missed.

3. There is a great deal of good practice in schools and colleges. The recent Ofsted report *Beyond 2012—outstanding physical education for all* indicates this clearly, while pointing out a marked variation, with some young people missing out in this area, especially in primary schools.

4. Many secondary schools continue to do as much as possible to continue with the Olympic legacy, with increased activity via clubs and societies, work for their local primary schools, partnership with local sports teams, and making facilities available to their local community. Some, which did not have a house system, took the opportunity to introduce one. And now famous athletes have been welcomed to schools and colleges across the country to coach and to speak with young people about the satisfaction of their role.

5. However, there was widespread dismay at the abolition of the Schools Sports Partnerships scheme in October 2010, not replaced even partially until earlier this month by a scheme limited to the primary phase. The general feeling is that there has been a failure of government to build an Olympic legacy and the chance has now gone as for many young people the event already fades into the past.

6. There is a need to understand clearly the distinction between sport and PE. These are related but are by no means the same thing. Most educators see their prime aim in this area to be physical education; introducing young people to a range of physical activities with the intention that they will develop habits of exercise and find activities that they enjoy and will continue long after they have left education. These may be traditional sports such as football, hockey, netball, rugby; individual or small group sports such as athletics, cycling, tennis, golf, badminton, swimming, gymnastics; or non-competitive activities such as walking, horse riding, dance, aerobics. (Clearly several of these can fall into more than one category.)

7. There is a myth that schools have turned away from competitive sports. This is not true and the great majority invest heavily in traditional team sports, but there is also a strong need to attract and retain young people who do not enjoy such sports into physical activity.

8. ASCL is also supportive of competitive sport in schools and colleges, but strengthening this should not be at the expense of increasing levels of participation in physical activity by all young people.

9. The School Sports Partnerships (SSPs) were welcomed because of the way the scheme recognised the importance of high quality PE and sport for all children of all backgrounds in all phases, put resources into staffing so that the initiative was frequently about staff development for primary teachers, and introduced a range of sporting activities that small schools on their own would not have been able to provide.

10. Its successor scheme, School Games, has had much less take-up and lacked the underpinning philosophy of the SSPs.

11. For many schools the notion of a London 2012 legacy has been an aspirational one rather than seeing evidence of a strategic plan for take-up of competitive sports in schools or developing links with local sports clubs and national governing bodies. It appears to depend on the enthusiasm and commitment of local teachers and coaches, rather than on a legacy strategy from government.

12 Lack of funding in other related areas—for example youth services—has exacerbated a growing view that talk of London 2012 legacy was rhetorical rather than genuine.

13 ASCL does not favour the idea that students should be required to do a minimum of two hours of PE a week, forcing such activity rather than enticing it is a sure way to young people stopping it the moment they leave school.

14 Further, quality is more important than quantity. The Ofsted report mentioned above rightly criticised some school sport and PE where the young people nominally involved did not spend much of their two hours actually engaged in physical activity.

15 ASCL believes that what is needed is:

- A clear articulation of an educational sports strategy that can feed into and from the Olympic legacy.

- A plan for how school and college sports relate to sports clubs and coaching.
- A clarification of Schools Games: does it continue beyond 2013?
- Resourcing to ensure partnership working across schools and colleges in all phases and with clubs. As with other initiatives this will be most successful if locally led, with patterns of partnership formed locally to suit the opportunities and needs of the area and its population.

16 I hope that this is of value to your consultation, ASCL is willing to be further consulted and to assist in any way that it can.

April 2013

Written evidence submitted by ukactive

INTRODUCTION

ukactive welcomes the opportunity to respond to the Education Committee's inquiry into school sports following London 2012. ukactive is the not-for-profit body which provides services and facilitates partnerships for a range of organisations, all of which support the vision of more people, more active, more often to improve the health of the nation.

ukactive's membership, which stands at over 3,000 members, includes school sport providers, operators of fitness facilities of all sizes, as well as local authority leisure centres, leisure trusts, outdoor fitness providers, trainers, sports providers, education and training providers, lifestyle companies, equipment suppliers and charities. ukactive members include school sport providers such as Fit For Sport and Premier Sport that deliver physical activity before, during and after school including curriculum physical education. ukactive supports organisations that develop, manage and deliver specialised school physical activity and sport in schools. This includes exercise professionals and specialists.

The evidence base underpinning the importance of children's physical activity from a health perspective and social perspective is vast and should be the cornerstone for any government response. Physical activity and movement enhances health, fitness, helps growth and development both physically and socially.

However, children are increasingly inactive and that number actually inflates as a child goes through primary school. The sedentary based activities which are alternatives to being physically active are particularly detrimental to the health of children and impacts greatly on their likelihood of staying physically active through their formative years and beyond into adulthood.

Obesity in children is a major risk factor for a number of diseases (eg diabetes, hypertension, elevated blood cholesterol) and similarly to the levels of physical activity, childhood obesity tends to lead to adult obesity. Adults who were obese as children have increased morbidity and mortality irrespective of adult weight. Furthermore, overweight adolescents may suffer long-term social and economic discrimination

Besides reducing the risks associated with childhood obesity, physical activity is important for other reasons. Regular physical activity helps children build and maintain healthy bones, muscles, and joints; builds lean muscle and reduce fat; prevents or delays the development of high blood pressure; reduces feelings of depression and anxiety; and may, through its effect on mental health, increase capacity for learning.

ukactive supports any government response which places emphasis on increasing levels of physical activity in our schools and recognises that the issue should be viewed through the lens of the wider beneficial effects of getting more children, more active, more often.

The impact and effectiveness of current Government policy and expenditure on increasing sports in schools

ukactive welcomes the government's announcement of a new school sports policy brokered by Lord Coe and the prime minister as announced on the 16th March 2013.

In the aftermath of the Olympic Games, the government has been strongly committed to establishing a lasting economic, sporting and cultural legacy. The announcement of this £150 million Olympic legacy boost for primary school sport follows this logic of developing a long term sporting culture in England. The purpose of the funding is to improve the quality of provision in every state primary school in England in order to improve coaching for the youngest pupils and give them a strong first experience of physical education.

Ukactive welcomes the fact that the commitment to invest and the development of the policy has come through an agreement between the Department of Education, the Department for Culture, Media and Sport and the Department of Health. It is important to view this issue as more than simply a sporting issue as it has substantial impacts on educational attainment, short and long term health as well as social developments. This is a cross-departmental issue which needs the buy in from across government with support from number 10 and it is encouraging to see the different department working together on this issue.

Responding on behalf of ukactive, David Stalker, CEO, commented:

“We welcome any new policy which helps to tackle the worrying levels of childhood inactivity and are particularly supportive of the need for an increased focus on basic physical literacy, which views sport in its widest sense. I agree wholeheartedly with Seb Coe’s previous comments on this matter that the debate between competitive and non-competitive sport is a “red herring”; it is crucial that any policy incorporates a consideration of the health benefits of physical activity and supports children of all levels of sporting ability to access a type of activity that they will enjoy and engage with.

Recognising that there are lots of activities outside the traditional spectrum of competitive sports, we hope that schools will be open to wider partnerships with activity providers, including those in ukactive’s membership, who are ready to help deliver on these objectives. With a third of young people leaving primary school overweight or obese, the range of activities available to them needs to be as broad as possible.

I am very encouraged by reports that this money is to be ring-fenced for the delivery of sport and physical activity and not absorbed by other priorities which may arise. Alongside this I hope that for the longer-term success of such a scheme, a consistent measurement tool for levels of activity and sport in schools be implemented and embraced by the government and OFSTED, and that this is used to help target socially deprived areas and to incentivise improvements in participation, particularly amongst those who are currently inactive.

These announcements are a positive step in the right direction, and we hope to see the cross-party support they need to be sustainable long-term”

What are the scope, appropriateness and likelihood of success of the Government’s plans for a school sports legacy from London 2012?

ukactive welcomes the belief that a step change in school sport participation can only be achieved through ring fencing the investment which is going to school sport and therefore welcomes the scope and appropriateness of the government’s response.

In particular ukactive welcomes:

- The lump sum being invested in each school, with a per-pupil top-up. It is also encouraging that groups of schools will also be free to “pool” their Sports Premium funding to ensure the greatest possible impact. Allowing as much flexibility in delivery will allow the best possible opportunities for children to receive the right sort of physical education.
- A greater role for Britain’s best sporting and voluntary organisations, including National Governing Bodies who will increase the specialist coaching and skills development on offer for primary schools
- Tougher assessment of sport provision via Ofsted to ensure the funding is bringing the maximum benefit for all pupils, with schools held to account for how they spend the money. It is important that schools are held into account for their delivery of physical education and sport as they are across the board. In particular it is encouraging that schools will be required to publish details of their sporting provision on their websites and that one year on from this announcement, Ofsted will carry out a survey reporting on the impact of the new funding and holding schools to account on how they have spent their Sport Premium money
- Sport England investing £1.5 million a year of lottery funding through the County Sport partnerships to help Primary Schools link up with local sports coaches, clubs and sports governing bodies

April 2013

Written evidence submitted by Sports Leaders UK

Our response focuses on those areas of school sport of which we have direct experience. Sports Leaders UK works with over 3,000 secondary schools throughout the UK and increasingly with Primary Schools. We are a recognised Awarding Organisation and Charity with the charitable purpose of changing lives by mobilising sports leaders and creating more active communities. The vast majority of our sports leaders are aged nine–19 years.

Sports Leaders UK is also a founder member of COMPASS the trade association for the community of providers of physical activity and school sport.

1. INTRODUCTION

1.1 Current Government policy and expenditure is being framed by a number of new strategies and investment plans and we make reference in this submission to the Department for Culture Media and Sport’s new strategy for youth sport “Creating a sporting habit for life” and associated research together with the Ofsted report on Primary School Sport provision.

1.2 These two documents encapsulate sporting policy and investment for school age children. School sport is taken to mean curriculum physical education as well as extra-curricular physical activity and sport.

2. *The impact and effectiveness of current Government policy and expenditure on increasing sports in schools*

2.1 Impact is likely to be muted due to the continuing greater impact of the breakdown of many School Sport Partnerships. Most impact will be achieved where schools use funding to invest in sustainable increased expertise to teach physical education, lead physical activity and coach sport.

2.2 The current policy to give Head teachers the choice of how to invest funding should be applauded. At best it can enable Head teachers to engage in innovative local partnerships and opportunities to support more school sport. Other schools however will already be bewildered by messaging from national sports agencies putting forward their solutions for increasing school sport. Some of these solutions could be viewed as maintaining the “old policies and structures” rather than testing or developing new. It is also possible to conclude that the withdrawal of School Sport Partnership funding and subsequent collapse of a large number of partnerships has already demonstrated that this model was not sustainable. New thinking is needed to improve on this model. Many more of these solutions are about fulfilling the agencies’ own funding responsibilities rather than supporting schools to achieve their objectives. Some schools may need assistance in guiding investment and we recommend independent advice through Government websites carrying case studies and details of peer mentors from other schools.

2.3 Confusion also arises through lack of understanding about the relationship between school sport, physical activity and physical education. National Governing Bodies protect and defend the rights of qualified coaches to “coach” specific sports. Physical educationalists protect the rights of qualified specialist teachers to “teach” physical education and highlight the importance of physical literacy—especially in the Primary aged child—as a foundation or sport participation later in life. The role of activity leaders and physical activity providers is largely dismissed or ignored. Each of these professional strands needs to be recognised by Government and encouraged to work collaboratively to a common set of professional standards and complementary outcomes. Key developments are taking place, notably the collaboration of the Association for Physical Education (afPE) and COMPASS, the new trade association for the community of Providers of Physical Activity and School Sport. Until full collaboration is achieved with NGB coaches, teachers and activity leaders, the providers of sport to schools will succeed only in confusing rather than supporting developments in school sport. Government can help by recognising and supporting all strands

3. *The scope, appropriateness and likelihood of success of the Government’s plans for a school sports legacy from London 2012*

3.1 It is appropriate for the Government to try to encourage increased sports participation following the 2012 Games. Great sporting events have been shown to have short term effects and we know that community clubs are bearing witness to this with long waiting lists across the UK. However there is little research to demonstrate that this results in long term behaviour change. Simultaneously a difficult economic environment has impacted immediately following the 2012 Games. Families have less time and less money to support their children’s sport participation particularly in voluntary extra-curricular activities which contribute to the whole school sport experience. Simultaneously the Government has less funding to assist in elongating the effect of the Games with resources and teaching time at previous levels.

3.2 The scope set by the Government for a school sports legacy is wide but appropriately shared by a number of Government Departments through County Sports Partnerships, National Governing Bodies as well as schools themselves. This coordinated approach increases the likelihood of success particularly if the supporting agencies can truly focus on the schools’ objectives and needs. Success could be further increased by engaging with other national providers of sport and physical activity such as Sports Leaders UK. We train over 150,000 sport/dance and outdoor leaders each year from the age of nine years to act as peer motivators leading others in fun activity within schools and extra-curricular settings. We are also working with the Cabinet Office and Social Action Funding to establish 900 Primary School Energy Clubs that work independently and alongside such initiatives as “Change for Life” clubs. Our core work is already embedded in over 3,000 schools across the UK and there is scope for us to be an even stronger contributor to the delivery of a school sports legacy for London 2012.

3.3 Overall the Government is likely to increase the opportunities for participation in school sport but whether this translates into significant, sustained increased participation by young people as a habit for life is less certain. Existing research eg contained in the Sport England’s “How to Develop a Sporting Habit for Life: Final report” December 2012 indicates that there are a number of other factors that impact on sustaining participation. In their study of 25–34yr olds, an interest in sport during secondary school was a key factor in sustaining sport participation whilst a lack of interest at this time was strongly linked to low or no participation. The report emphasises the importance of “emotional attachment” to sport developed in school years and how this is a strong driver to continue with sport. The report highlights that teachers and coaches can influence this attachment as can the opportunity to take part in sport outside school. All this is supported by the Government’s policy if funding is used to invest in teachers and coaches to inspire. Whilst the research focuses on the experience in secondary school we would emphasise the importance of starting this support to developing an “emotional attachment” in Primary Schools where physical literacy is key to achieving the basic movement skills that will provide movement confidence in the teenager at secondary school.

3.4 Other aspects of the report highlight the importance of engaging other influencers to build emotional connection with sport including family and friends. The Government policy should recognise the importance of family on children—particularly Primary school aged children—in developing active lifestyles that encourage participation in school sport. There should be investment in active families and initiatives such as the Energy Clubs movement which is targeted at training 9000 new Energy Club volunteers primarily from the parents, teachers and friends of Primary Schools themselves.

3.5 Finally the report suggests that creating a sporting habit for life does not rely on developing a passion for one specific sport but for sport generally. The engagement of sport specific community clubs and sport specific coaches may therefore be only part of the solution to encouraging a sporting habit for life. This is particularly important to Sports Leaders UK. We believe that sports leaders make a huge contribution to getting children active which is unrecognised and if we are not careful is not maximised in the joint effort of creating a more active nation.

4. *The impact so far of London 2012 on the take-up of competitive sports in schools.*

4.1 Sports Leaders UK believes in the value of experiencing competition. We also recognise that for many competitive sport is as much a disincentive to participate as an incentive. We hope that the inspiration of the London 2012 Games encourages competitive sports in schools and have developed training modules for our sports leaders to support the running of competitions and events. We would encourage innovative approaches such as competition structures where children are assigned to a “team for the event” which focuses on the experience of competition rather than elite performance.

5. *What further measures should be taken to ensure the sustainable and effective legacy in school sports following London 2012?*

5.1 Sustainable increases in school sport participation will require the sustained collaboration of a multi-agency delivery team comprising school teachers, coaches and activity leaders.

5.2 We see a key priority in investment in more dedicated physical educationalists in Primary Schools and additional training and development for general Primary School teachers.

5.3 Secondly the need for agreed minimum standards for leaders, coaches and non-teaching staff to deliver physical education, sport and physical activity in schools—work that is currently being addressed in collaboration by the Association for Physical Education (afPE) and COMPASS the new trade association for the community of providers of physical activity and school sport.

5.4 We welcome explicit mention in the DCMS new strategy for youth sport for the inclusion of a wider group of community contributors not necessarily connected to existing mainstream providers and providing a greater width of sport participation opportunities often to the more marginalised. The community and voluntary sector needs modest investment to continue to fulfil and grow its full potential contribution to school sport as teaching assistants, voluntary sports coaches and leaders. As examples:

- The 150,000 sports leaders trained each year need to be mobilised as peer sport activators getting their classmates and youth clubs active.
- Energy Clubs and other initiatives such as Change for Life Clubs, need to continue to train and encourage volunteers from parents, teachers and friends of Primary Schools.
- National Governing Bodies will need support to focus on growing new groups of volunteers available during new after school club time slots that fall within standard working hours.
- Whilst “Whole Sport Plan funding is a privilege” (DCMS report pp9), it may be argued that the increase in sport participation by school children is a Government responsibility/target—not the responsibility of community sport volunteers whose motivation is to volunteer for the love of the sport and that body of people who already want to participate. National Governing Body community clubs need support for their volunteers to keep them engaged in continuing coach education and development. The example of British Cycling and what can be done in investment in cycling development officers shows how this sort of investment can have tremendous results.

April 2013

Written evidence submitted by the Rugby Football Union

The Rugby Football Union is pleased to contribute to this inquiry on behalf of English rugby. The RFU works in schools and other educational institutions to grow the Game, and welcomes the Government’s recent announcement on funding for Physical Education and school sport.

ABOUT THE RFU

1.1 The Rugby Football Union is the national governing body (NGB) for grassroots and elite rugby in England, with 2,000 autonomous rugby clubs in its membership.

1.2 The RFU's work at grassroots is supported by 50 Rugby Development Officers and 120 Community Rugby Coaches working full time across the country. These provide coaching sessions for young people in clubs, schools, colleges, and universities.

1.3 The RFU is also supported by 60,000 volunteers working across all levels of the Game. They provide 10 million working hours to rugby a year, equivalent to £125 million in cash value.

1.4 The RFU is registered under the Industrial and Provident Societies Acts 1965–78 and is owned by its member clubs. Every penny made or saved is reinvested back into rugby.

1.5 England hosts the Rugby World Cup in 2015. The RFU has announced detailed legacy plans to use the inspirational effect of hosting the third largest sporting event to grow participation.

RUGBY IN SCHOOLS

2.1 The RFU's core purpose is to grow rugby in England through our values and performance. Encouraging school age children to play rugby is vital to the future health of the Game in general participation and elite success.

2.2 The RFU believes that it is important to recognise the difference between Physical Education (PE) and school sport. At primary level young people need to receive a broad and balanced PE experience before NGBs can help children be successful in, and enjoy playing, sport. Rugby is a late development sport so our key priority for KS1 and 2 is that children have a quality PE experience and gain the key skills for playing sport, which rugby can be part of.

2.3 The RFU's focus in terms of delivering schools based rugby is at secondary level as this is where we have the biggest impact on participation in encouraging people to stay in the Game. The RFU provides coaching, kit, equipment and teacher training. In a typical year our community rugby coaches would impact on an estimated 750 secondary schools.

2.4 The RFU has launched All Schools to help more state secondary schools play rugby sustainably as part of the Rugby World Cup legacy. Around 1500 state secondary schools currently play competitive rugby, and through the tailored support and investment provided by the RFU over a three year period, we aim to have another 750 state schools meaningfully playing rugby by the time of the following Rugby World Cup in 2019. In the first year hands-on coaching support plays a major part in introducing rugby to schools. In the second and third years of the All Schools programme the RFU funding will help to provide increased staff training, mentoring and young leaders training.

GOVERNMENT POLICY

3.1 The RFU welcomes the Government's recent announcement on school sport. The £150 million package will make a real difference to school sport and enable teachers to provide quality Physical Education and school sport for their students. The key priority for Head teachers should be to ensure that their staff can deliver a quality PE offer by training their staff or employing specialist PE teachers where appropriate.

3.2 The RFU was pleased that Ministers announced that funding for school sport would be ring-fenced for this purpose, and that Ofsted will be measuring levels of PE and school sport within all schools. It is important that Ofsted captures the engagement of all children in the school, and not just the most able.

3.3 The RFU will work with Ministers, NDPBs, and others in the sports landscape to help ensure that there is a delivery mechanism which provides clear support for teachers to help them make the most of the Government's investment into their schools. This work is on-going at the time of this paper being submitted.

3.4 *School Sport Competition:* The RFU provides a competition framework so young people are able to challenge and improve themselves through playing rugby. We suggest caution in pushing too much competition at primary level as our experience shows that particularly amongst young children, this can put some off sport altogether. At KS1 competition should be more about achieving personal bests, moving to intra and the inter school competition though KS2 and KS3. Rugby has been successful in the UK School Games. The School Games give us a flexible, fully accessible pathway that allows all schools and all students an opportunity to participate in a competition that is appropriate for them. Last year 78 Level 3 events took place involving rugby union across the country. Of these events 83% were mixed events or female only.

3.5 *PE Curriculum:* The RFU welcomes the revised curriculum which is due to be introduced in September 2014. The RFU has been part of the national curriculum working group, and is keen to see the guidance produced by this group (which helps teachers understand what the various Key Stage requirements look like) promoted as best practice by the Department of Education. We would welcome clarity on how this will be done.

Written evidence submitted by Local Government Association

INTRODUCTION

The Local Government Association (LGA) is the national voice of local government. We work with councils to support, promote and improve local government.

We are a politically-led, cross party organisation which works on behalf of councils to ensure local government has a strong, credible voice with national government. We aim to influence and set the political agenda on the issues that matter to councils so they are able to deliver local solutions to national problems.

The LGA covers every part of England and Wales, supporting local government as the most efficient and accountable part of the public sector.

1. Summary

1.1 Councils invest £1 billion every year in community sport and they are seizing the opportunity to use the inspiration and focus of hosting the 2012 Olympic and Paralympic Games to encourage people of all ages to get more active. Councils' new responsibility for public health represents a unique opportunity for a more joined-up approach to getting young people more active in community and school settings to tackle obesity—one of the most serious and expensive public health challenges we face.

1.2 Despite councils best efforts, Olympic and Paralympic legacy must be seen in the context of significant cuts of 33% of funding to councils over the Spending Review period. Councils will work with schools to maximise the impact of the recently announced £150 million school sport fund but their stretched non-schools education budgets have suffered a 32% cut and this means there is little room for manoeuvre at a local level on issues like school sport.

1.3 As we redesign an affordable local public sector through whole-place budgeting across the country, it is crucial for a sustainable approach to school sport that schools feel able to engage in a whole-place approach to public health investment, led by Health and Wellbeing boards.

1.4 We also encourage schools to work in close partnership with councils. Although an increasing number of schools are becoming academies, councils still have a central role to play in education with a focus on the statutory roles in school place planning, school improvement and supporting vulnerable children. Councils can also bring together partners, including County Sports Partnerships, schools—including academies—Health and Wellbeing boards, National Governing Bodies (NGBs) and the voluntary sector, in a joined-up approach to sport and legacy.

1.1 We also need to continue to develop strong local political leadership and support teachers to ensure school sport and legacy are embedded strategically in public health priorities and good practice shared, building on the excellent take-up of the School Games and Get Set.

2. The impact and effectiveness of current government policy and expenditure on increasing sports in schools

2.1 The vast majority of national investment in sport (including £128 million in the School Games, Sport England's £1 billion legacy strategy and £150 million for school sport) is activated locally by partnerships of councils, schools, County Sports Partnerships, National Governing Bodies, health organisations, sports clubs, the private sector and the voluntary sector. Councils are ideally placed to lead a joined-up and locally tailored approach to increasing young people's participation in sport through their leadership of education, community sport, and public health. Some examples of this are given at *Annex A*.

2.2 There is much good work happening (for example, over 14,000 schools are involved with the School Games and over 70 county festivals of sport have taken place across the country providing over 60,000 young people with a competitive experience) but the sustainability of this is a major challenge in the context of significant cuts of 33% of funding to councils over the Spending Review period. Councils' stretched non-schools education budgets having already suffered a 32% cut and this means there is little room for manoeuvre at a local level on issues like school sport.

2.3 Given the funding outlook for the whole of the public sector it is vital that schools work in partnership with councils to maximise the local impact of national investment in school sport. Councils still have a central role to play in education with a focus on the statutory roles in school place planning, school improvement and supporting vulnerable children. With councils' role in education changing, it is vital that all partners work together if these initiatives are to succeed. At a time when an increasing number of schools are becoming academies and there is an increasingly fragmented system as a result, we need to ensure councils retain a role in education in order to ensure the best outcomes for their areas. We consider this more in section 3.

2.4 Getting young people more active is likely to stay high on national and local government's agendas because it is the best way to tackle the rise in child obesity, one of the biggest and most expensive public health issues we face.

2.5 Child obesity puts children at greater risk of developing cancer, type 2 diabetes and heart disease in later life. Despite significant effort over recent years, prevalence rates remain stubbornly high (among the highest

in Europe), with prevalence doubling in almost all local authorities between the first and the last years of primary school, with about one in five children in reception (aged four—five years) overweight or obese, rising to one in three in year six (10–11 year olds). Treating the effects of obesity is estimated to cost the NHS £5 billion a year and £20 billion to the wider economy once factors such as lost productivity and sick days are taken into account, so there is a strong case for early intervention to save money across the public sector and in the economy as a whole.

2.6 Further key issues are the drop-off in participation rates once young people reach aged 16; the lower participation rates amongst disabled young people and the lower than expected life outcomes for looked after children.

3. The scope, appropriateness and likelihood of success of the government's plans for a school sports legacy from London 2012

3.1 Councils are looking forward to working with schools to maximise the impact of the £150 million school sport funding recently announced by government. Although the funding goes direct to primary schools, we encourage schools, including academies, to work in partnership with councils as they are ideally placed to bring together partners in a joined-up approach to sport and legacy.

3.2 Councils are already playing a key leadership role in sport legacy and encouraging local organisations to work together effectively. Councils are the biggest public spenders on community sport, spending £925 million per year (excluding capital spend) on the leisure centres, swimming pools and open spaces where the majority of this country's nine million grass roots enthusiasts play sport. This infrastructure is also essential for the thousands of sports clubs, supported by NGBs, where more formal participation takes place, and connecting-up school sport to the wider sport offer. Councils are supporting primary schools to drive-up the quality of their sports teaching and with the County Sports Partnership can offer practical advice to all schools on issues ranging from working with NGBs to coaching, volunteering, facilities and talent pathways for young people.

3.3 Councils' new responsibility for public health represents a unique opportunity to focus on addressing the causes of ill health and actively promoting health to help people to live healthier lives. Getting young people more active in schools and community settings is crucial if we are going to tackle the rise in childhood obesity and nearly every council service can play a role, from education, to leisure, housing, social care and transport. There is a wealth of evidence showing that tackling and preventing obesity is most effective when we target interventions as early as possible. We agree with Professor Sir Michael Marmot's analysis that the crucial determinants of health are: "... the circumstances in which people are born, grow up, live, work and age, and the systems put in place to deal with illness. These circumstances are in turn shaped by a wider set of forces: economics, social policies, and politics."²⁰ Tackling childhood obesity is a top priority in Joint Strategic Needs assessments across the country. We need to encourage schools to engage with the new Health and Wellbeing boards so that the role of school sport is properly integrated into local plans.

3.4 From April 2013 councils will also be responsible for delivering the National Child Measurement Programme. Councillors and partners can help children and parents who are concerned about their results, whether the child is obese or underweight, by being aware of the leisure and weight management initiatives that are available locally, and signposting to and encouraging participation in those activities, which is why sustainable funding for school sport is so important.

3.5 Councils' role in education is changing and focusing on their statutory roles in school place planning, school improvement and supporting vulnerable pupils. This strategic role means that the council is well-placed to support schools on potential to work with other organisations and to align with the council's wider leisure offer. Also of particular relevance are councils' statutory duties to ensure that all young people aged 13–19 (and those aged 20–24 with learning difficulties) have access to sufficient leisure-time activities, including physical training, and this means that, so far as is reasonably practicable, they should have opportunities to take part in a wide range of sports. Councils fulfil these roles in close partnership with schools and also through youth services.

4. The impact so far of London 2012 on the take-up of competitive sports in schools

4.1 Councils want to support young people to have a range of high-quality opportunities to participate in sport. It is up to schools to decide what kind of sporting opportunities they choose to offer pupils, but we need to recognise that not all young people will want to engage in competitive sport in the formal school environment. Councils can help to provide opportunities for these young people to get active through their alternative provision and wider community sport offer.

5. What further measures should be taken to ensure a sustainable and effective legacy in school sports following the 2012 Olympic and Paralympic Games

5.1 The current government funding for school sport is for two years and funding for the School Games ends in 2015. Finding a sustainable solution to school sport is crucial if we are going to achieve a lasting and

²⁰ WHO, Commission on Social Determinants of Health, 2008, p.1

effective legacy. In the context of on-going budget pressures we suggest this means focussing on three things: supporting schools to engage in the new health landscape and whole-place budgeting; continuing to support high-quality primary school sport teacher training and continuous professional development; and sharing good practice on sport through school to school improvement (building on the School Games and Get Set).

5.2 As we redesign an affordable local public sector through whole-place budgeting across the country, it is crucial that schools feel able to engage in a whole-place approach to public health investment, led by Health and Wellbeing boards. Health and wellbeing boards will be the local leaders of the new health system. They will drive a new system-wide approach to health improvement based on a shared understanding of health and wellbeing needs, developed through the joint strategic needs assessments.

5.3 Strong political leadership is also vital because it is councillors who will ensure that school sport and legacy continues to be given a high priority locally. They can secure the commitment of partners and help to lever in additional funding by showing how investment in sport can help to create healthier communities and reduce public expenditure. They also lead the transformation of sport services so that they are provided as efficiently as possible, including the community use of school facilities.

5.4 We encourage the different parts of national government with an interest in school sport and legacy, the Cabinet Office, DCMS, Education Department and Sport England, to avoid fragmentation and work with councils and schools in a coordinated way that enhances existing local activity and recognises the fact that the majority of legacy will be activated locally.

5.5 Finally, we are looking forward to the UK hosting a decade of major sporting events, including the 2014 Glasgow Commonwealth Games and the 2015 Rugby World cup, as well as the road to Rio, and these events will provide the hooks around which we can keep the legacy relevant for young people for many years to come.

Annex A

CASE STUDIES THAT ILLUSTRATE COUNCILS' LEADERSHIP ROLE OF SCHOOL SPORT AND LEGACY

ESSEX COUNTY COUNCIL

Active Essex has just completed its transformation to its present being. It now sits in the unique position of being a County Sports Partnership hosted by a County Council and receiving part funding from that County Council. An element of this funding is linked to an oversight of Physical Education and School Sport across the county. As a result it is very well placed to react to initiatives aimed at health, education and competitive sporting opportunities. Utilising partnerships and resources to maximise impact and ensure local solutions. During 2011–12, 4,400 youngsters took part in the Essex Sainsbury's School Games. In the same period 34,000 young people were engaged in sporting, educational and cultural activity through the Essex Carrying the Flame initiative. The schools workforce was also supported with training provided to 469 teachers. By virtue of sitting at the centre of a range of partnerships Active Essex has been able to add value to a range of initiatives by linking them together. Embedding structures inside and outside of schools to support and enhance the workforce and the delivery.

SWALE BOROUGH COUNCIL'S LEGACY FOR DISABLED WOMEN AND GIRLS

Working in partnership with Sheppey United FC, Swale Borough Council's sports development team has developed a women and girls football training session for anyone over the age of 12 who has a disability or condition that affects their everyday life. Fully-trained coaches will work with the team of young girls and women to develop or improve their football skills. The trainee footballers will work towards developing a team which will be entered into the South London Special League and go on to play against similar teams across the southeast. The Kent Football Association is supporting the initiative and has provided advice, guidance and some funding to support the development of the newly-formed girls disability team.

BRADFORD COUNCIL

Ran dance, gym and sports camps over the 2012 summer holidays. They were fully booked, attended by 60 children a day, and many more on the waiting list. It's "Playing for Gold" Olympic sports programme has delivered 75 summer play schemes, all fully booked out. The outdoor adventure summer courses were nearly full to the maximum of 12 children per course per week and all swimming and diving summer courses were full, with interest in the diving having increased.

SUFFOLK: MOST ACTIVE COUNTY

Building Suffolk as the Most Active County (MAC) is the council's 2012 legacy programme for sport, physical activity and health. The MAC is a strategic partnership framework developed to maximise the contribution of sport and physical activity to improving health and wellbeing and reducing health inequalities. It has two core elements. Firstly, building on the inspiration and the momentum of the 2012 Games, the MAC will embed a long-term campaign to promote healthy active lifestyles, shift sedentary or inactive behaviours and address any barriers to participating in physical activity, particularly through the influence of the built and

natural environment and socio-economic issues. Secondly, the MAC provides a framework for partners to work together, designing, promoting and commissioning sport, recreational and physical activity opportunities for Suffolk. The Most Active County provides the connectivity, interface and advice around physical activity and sport between local authorities and strategic partners—including schools, and Suffolk’s Health and Wellbeing Board and commissioning groups.

April 2013

Written evidence submitted by the Football Association

INTRODUCTION

The Football Association is the national governing body responsible for football in England. The FA’s remit covers grassroots football, regulation of the professional game (alongside the leagues in which clubs compete) and running the 24 national teams (which include, men’s, women’s, youth and disability teams).

Football is called England’s national game with good reason. Men’s football is the most played sport in the country, women’s football the third most played and disability football the seventh. In fact ten times as many people in England play football week in week out than the second most popular sport, cricket. In total over two million people play football every week in 110,000 teams and over 29,000 clubs. This network is supported by 33,500 grass pitches, 1500 sand/water based artificial pitches and nearly 500 next-generation 3G artificial pitches. All of this is serviced by some 400,000 volunteers who strive week-in, week-out to ensure the grassroots game thrives.

The footballing network is therefore a very large one. Children love to play football and, while football is important to schools, schools are vital to football—not only in participants but facilities. More than 80% of football is played on publically owned and managed facilities, 52% of which being in education facilities (and a further 31% in local authority facilities).

The FA invests heavily in these structures to provide a grassroots game for all. The FA is a not for profit organisation and any surplus made is put back into the game and, for the last four years, we have invested £100 million per year back into the game. Approximately half of this investment goes to our County Football Associations structures around England and to grassroots football.

THE FA’S WORK IN SCHOOLS

The FA’s flagship programme for schools is The FA Tesco Skills Programme. This is funded by The FA, Tesco and Sport England. It delivers six week coaching courses into schools for five–11 year olds. It is delivered by FA qualified and employed coaching staff, some of whom have come out of the elite end of both the men’s and women’s game. The key principles of the programme are to not only provide children with a “quality school sport and coaching experience” but also to embed the coaching techniques and session plans with the existing teachers.

Over four million FA Tesco Skills coaching places have been taken up by school children since 2007. We have supported over 7,000 primary schools and an estimated 21,000 teachers with the overall gender split of children being 57.5% boys and 42.5% girls. 3% of places are taken up by disabled children and 16.2% of places are taken up by ethnic minority children. Our aim is to have reached 4.7 million children by 2014.

The programme works within primary schools providing specialist football coaching, lessons and support to teachers. Our FA youth qualified coaches’ work with over 1,700 schools each year. They provide specialist, age appropriate lessons which are in line with the National Curriculum and support schools and teachers with their PE provision. The programme also provides after-school football sessions, holiday coaching sessions and supports local FA Charter Standard Clubs.

The Association for Physical Education (afPE) has just accredited our Skills Programme which demonstrates their confidence in the quality of the content, delivery of the programme, support for teacher’s professional development and teacher resources. The FA believes that independent quality assurance will be an attraction and reassurance to head teachers seeking to invest in football programmes for their school.

1. *The impact and effectiveness of current Government policy and expenditure on increasing sports in schools*

Given that the Government has recently announced a new school sport policy, The FA’s response will focus on this new strategy.

Focus on the Primary Sector—The FA supports the Government’s focus on making changes to the resourcing and provision of sport in the primary sector. We believe that this is the right area of focus and that specifically the physical literacy of school children at an early age needs to be improved. Central to meeting this challenge is addressing the deficiency in sport and physical education experience amongst teaching staff in the primary sector and the access to high quality PE provision for boys and girls under the age of 11.

Empowering and resourcing head-teachers—The FA understands that a fundamental principle of education policy is the independence and autonomy of schools to decide their priorities and how to resource.

Need for assessment and measurement—However, we also strongly believe in the principle “that whatever gets measured gets done”. That is why we welcome the Government’s further announcement that there will be a formal Ofsted measurement of sporting provision by Primary Schools and that schools will be required to publicly report on how they invest their school sport funding.

Quality accredited products and services—Empowering head-teachers with resources to deliver school sport, and formally assessing their delivery, requires a “supply” of quality provision to meet this “demand”. The FA’s Tesco Skills Programme for five–11 year old boys and girls is, we believe, an example of how sport can develop high quality coaching, PE engagement, teacher training, resources and development to meet this demand.

Supporting teacher training—Increasing the number of primary teachers with a sporting interest and training and up-skilling those to deliver quality PE is essential. The FA, aligned to its Skills Programme, has already produced afPE accredited teacher resource materials which are available to all current and aspiring teachers.

Overall The FA believes that focusing on primary schools will not only increase participation at primary schools, but also allow those transitioning to secondary schools to take their skills and enjoy their school sport in their new environment too. It is clearly too early to review the effectiveness of this policy, but The FA hopes the policy will be supported and allowed to bed in and grow.

2. The scope, appropriateness and likelihood of success of the Government’s plans for a school sports legacy from London 2012

The Government’s strategy for primary school sport is very welcome and adds another layer to previous policy which missed this age group. Each national governing body produces a Whole Sport Plan agreed with Sport England. The 2013–17 version extends into school sport to target secondary school children and specifically links between sports clubs and schools. This final part of the jigsaw allows children to follow a pathway from the first school years and for the rest of their lives.

The completion of this pathway is vital to the future success of a school sports strategy to prevent drop-out from physical activity throughout life. Giving children basic physical literacy skills when they are young and bridging the gaps in provision as they change school and life environments is incredibly important.

The FA is committed to providing opportunities for young people aged 14–25 to play or volunteer in football, both within school and beyond the school gates. We already invest significantly in the delivery of mini-soccer and youth football to the five–11 age group and want to convert more of these players into lifelong participants. We will do this through a tailored offer of high quality programmes and intervention aimed at the 14–25 age group. Examples of such programmes are below:

CLUB LINKS TRANSITION PROGRAMME

“Join Our Club,” our club links player transition programme to Charter Standard clubs, has contributed to the growth and retention of over 2,000 Charter Standard Teams. A range of recreational programmes have also been developed as part of the process to cater for those young people not ready to make the transition to affiliated football, with over 5,000 boys and girls now playing regularly in recreational programmes. On average over 22,000 participants take part in a range of activities through the programme each year, with many of these converted to regular, once a week football participants.

FOOTBALL FUTURES (LEADERSHIP AND VOLUNTEERING PROGRAMME)

The FA Football Futures Leadership and Volunteering programme has supported over 6,000 new young volunteers working in Charter Standard Clubs or educational programmes through affiliated and recreational football programmes. During the first two quarters of 2011–12 season over 30,000 voluntary hours were logged.

COLLEGE AND COMMUNITY FOOTBALL COORDINATORS

College and Community Football Coordinators (CCFC) work directly with the 16–19 year olds in Further Education and Sixth Form colleges. As part of the CCFC programme TEAM 19 was successfully launched in partnership with British Colleges Sport in December 2011, engaging over 60 colleges in the programme and resulting in 4,000 new players participating a minimum of once a week. To make the programme sustainable, Student Management Teams have been developed, supervised by college staff in over 50% of the TEAM 19 leagues. Just Play centres have also been a key intervention in Further Education with 1,000 new participants attending Centres during 2011–12.

JUST PLAY ON FURTHER EDUCATION AND HIGHER EDUCATION SITES

Through The FA’s partnership with British University and College Sport over 1,000 new participants have taken part in Just Play festivals based on university sites. Between 35–50% of participants, many of whom were international students, did not currently take part in football previously and are now regular participants in the centres. Some of the Just Play centres are linked to local football clubs in the community, which enables effective transition pathways to affiliated football. Just Play has also supported the development of new teams

and the retention of existing intra-mural teams in Higher Education with over 2,600 11-a-side and small sided teams playing regular football. In total there are 51 “kickabouts” established in FE and HE centres.

3. The impact so far of London 2012 on the take-up of competitive sports in schools

The FA does not have data to show the impact of the Olympics in competitive sport in school, but it certainly appears that the Olympics proved a real catalyst for women’s football. The London 2012 Olympics broke women’s football records with total crowds of 660,986 watching 26 games around the country (an average of 24,944 per match).

The final saw 80,203 watch USA beat Japan in the final—the second biggest attendance ever for a women’s game internationally while 70,584 watched Great Britain beat Brazil at Wembley shattering all previous records.

Media coverage also took a major leap forward with coverage on the front and back of many nationals. Over 100 national written press articles were recorded and the tone was uniformly positive about the game and especially the wonderful way in which the athletes conducted themselves.

TV viewing figures also provide proof that the Olympic platform introduced women’s football to a whole new audience. The peak audience was 3.9 million watching the victory over Brazil with an average of 2.3 million.

Following this success, the BBC will now show live coverage of all England Women’s Euro 2013 matches this summer, both semi-finals and the final played out across BBC Two and BBC Three. In addition, all other peak time matches will be broadcast on BBC Three. The Women’s FA Cup final on May 26 in Doncaster will also be live on the BBC.

Most importantly, participation is up, with women’s football going from the fourth to third most popular sport in the country (behind men’s football and cricket).

4. What further measures should be taken to ensure a sustainable and effective legacy in school sports following London 2012

With the government’s new direction on school sport in primary schools and new Whole Sport Plan provision designed to engage with secondary schools and prevent post school drop off now in place, it is important that these elements are given time to work and succeed. The FA would very much welcome a period of stability now to ensure that the programmes outlined in this paper that are proving successful in the field can be developed and expanded. We would therefore welcome cross-party support in stabilising the school sport offer and the Whole Sport Plan requirements.

It is imperative that schools and head-teachers are provided support in implementing the new school sport strategy. Guidance on the programmes available to them in which they can invest their money is therefore the next important step. We know that Government is creating this guidance at the moment and we are happy to continue to support them in doing so. We also believe that Ofsted assessment for school sport provision markedly increases the emphasis on providing quality sport provision and would hope this evaluation becomes permanent. School club links and programmes designed to engage schools with communities are also important and with over 50% of football pitches inside school facilities, ensuring community access to school facilities is vital.

April 2013

Written evidence submitted by Premier Sport and Golden Mile

EXECUTIVE SUMMARY

Premier Sport and Golden Mile welcome the Government’s recent school sport announcement to support the London 2020 legacy. The £150 million direct funding to schools is extremely welcome and vital if schools are to commission quality PE and sport provision that inspires young people through PE and sport. For this policy to be successful in creating a lasting Olympic legacy however, schools will need to seek advice and guidance about how best to spend this funding wisely and to ensure it achieves value for money. In commissioning provision, schools should ensure this is sustainable and does not just pay for middle managers to create and develop complex partnerships. It must buy real provision and delivery that encourages lifelong physical activity habits through simple, cheap and measurable programmes like Golden Mile, and quality, tailored, highly professional PE and sport provision across a wide range of sports like that provided by Premier Sport, as well as providing skills and training, both to teaching and non-teaching staff.

INTRODUCTION

1. As significant providers of school sport and physical activity, Premier Sport and Golden Mile welcome this opportunity to submit evidence to the Education Select Committee’s inquiry into school sport. We believe that school sport is an important pillar our Olympic legacy and to the future of our young people. Physical education and sport, when taught professionally, can have a significant impact on the education and

development of children and it is crucial that government policy is fit for purpose and can deliver the outcomes we know it can. London 2012 offers a unique opportunity to inspire a generation of both school age children and young adults, and make a step change in how sport and physical education is delivered in our schools.

PREMIER SPORT

2. Premier Sport (PS) is the UK's largest children's coaching company of its kind. We are the market leader in the delivery of sport and physical activity within UK primary schools, successfully delivering more than 20 different sports to over 150,000 children every week in over 2,000 schools. We have been engaging young people in sport for over twelve years and have a network of ninety franchised areas working collectively employing over 500 NGB qualified coaches. We are supported by some of the leading figures in British sport including: Lawrence Dallaglio OBE; Duncan Goodhew MBE; and Paralympian, Daniel Nobbs and have worked closely with charities like the Dame Kelly Holmes Legacy Trust.

3. Premier Sport specialises in enriching the curriculum through sports teaching and instruction and providing extended schools cover from 8am until 6pm. In fully implementing an in and out of school hours learning programme schools only have to deal with one provider who provide a wide range of different sporting experiences. Our core services include:

- *Curriculum time PE*—we currently active in 530 schools, delivering 63,000 hours of sport over past 12 months to around 1.8 million children.
- *Extra-curricular sport* (breakfast, lunch, after school)—we currently run 2500 sessions a week, delivering 65,000 hours of sport over past 12 months to around 902,165 children.
- *Holiday Activities and Camps*—we delivered 6,000 days of sport in the past 12 month to 180,000 participating children who had over 20 different sports to choose from.

4. PS has a strong reputation in providing high quality, long-term solutions to curricular staffing. Our staff are all sports specialists (with a minimum NGB level 2 qualification in a sport), trained in behaviour management, and assessed to Ofsted criteria: it is our aim to ensure that our provision is not just meeting government targets for PE but surpassing them. With the help of our senior Education Advisors, we supply structured lesson plans with specific learning outcomes that address all sporting activity areas. PS's strength is that it provides expert physical activity and sporting lesson support that will contribute to a pupil's learning, well-being, independence, excitement and engagement—with fun, innovation, knowledge, and quality at the heart of everything we do.

THE GOLDEN MILE

5. The Golden Mile (GM) is a safe, simple and measurable health and fitness initiative, accessible to all schoolchildren, regardless of age or ability. Launched in 2012, GM provides a practical method to ensure that children create a regular daily physical activity habit, every week, all year round. GM requires no specialist equipment and a "Golden Mile" course is simply measured out anywhere within the safety of the school grounds. Each child attempts to complete 50 miles during their school year by walking, jogging, running or cycling around the course either before or after school, at lunchtime, or during school. It aims to inspire and encourage school communities through physical activity with the focus on fun, rewarding personal achievement, pupil leadership and school competition.

6. Since September 2012, GM has been used in Primary schools including 20 School Sports Partnerships, where 23,000 children have completed over 6,000 miles. The strengths of GM include:

- It measures physical activity and fitness levels—GM is supported by an online system which the school can use to monitor fitness levels throughout the year and over a pupil's school career.
- It is cheap—it costs on average £2.50 per pupil per year.
- It is sustainable—schools can fundraise using GM as a tool to raise sponsorship to pay for the initiative, school equipment or raise money for charity (one school this academic year has so far raised £6k).
- Encourages pupils put off by team sports and lack sporting confidence—Pupils are not forced to jog or run and do not have to wear PE kit.
- Encourages competition—against themselves, other pupils, classes or between schools.

7. While not within the remit of this inquiry, GM has also engaged 12,000 children of Nursery age who have completed 20,000 miles and raised £55,000 for Dame Kelly Holmes Legacy Trust. Furthermore, our Corporate Partner, Lloyds Bank, has had 2,400 of their employees participate completing some 100,000 miles, a scheme which won a European Award for Employee Engagement.

SCHOOL SPORT FOLLOWING LONDON 2012

8. As organisations working in Primary schools our evidence to the Committee reflects our experience in this field over 12 years. As commercial organisations who are passionate about school sport, we work closely with schools and other organisations such as NGBs and CSPs in the sector to delivery high quality PE and sport provision. Since the inception of Planning, Preparation and Assessment (PPA) in 2005, PS has been

working alongside schools to meet the curriculum demands placed on them and we were the first organisation of its kind to be awarded the highly prestigious QiSS (Quality in Study Support) kitemark for quality. In a recent survey, 91.2% of schools said that “PS offered an outstanding to good overall service”.

Question One—The impact and effectiveness of current Government policy and expenditure on increasing sports in schools?

9. We welcome the Government’s recent announcement on school sport. We are delighted that the Government has set out a firm policy direction and will provide £150 million funding to support a policy that focuses creating a sporting and physical activity habit in children at primary school. PS and GM remain dedicated to working alongside Head Teachers to ensure the Olympic legacy aspiration is delivered in our schools.

10. We believe the new policy will enable schools to build on current provision and create sustainable PE & sport programmes. We support the Government’s commitment to fund schools directly to ensure this funding is actually spent on the delivery of PE and sport directly. Our schools need consistent, high-quality sustainable provision over a generation that builds on the previous school sport policies.

11. In our view, the previous strategy of School Sport Partnerships (SSP), despite some claims to the contrary, was clearly not sustainable. When Government funding ceased, so did many of the programmes, despite many years of funding to develop local partnerships. We believe too much precious government funding (and tax-payers money) has been spent on supporting middle managers and administrators in roles rather than being directly invested into training or the delivery of PE and sport provision. While this investment may have very successfully supported the school sports policy in certain areas, we are of the view that the PS and GM model mixed with effective training for teachers and Physical Activity & School Sport Professionals is much more effective, efficient and sustainable in the long-term.

12. We support those who argue that schools should aim deliver more than two hours a week quality PE and sport on a regular sustainable basis. We observed however, while the two hours a week PE and sport in schools target provided a good foundation for sport provision, in reality many schools were simply not achieving this.

13. We believe the £150 million that the Government has announced is a welcome start to securing a long-term schools legacy from London 2012. As an indication only, our calculations suggest that £9k per school could provide:

- 200 school sports sessions over a year or a sport session everyday of the school year (this could be a different sport each day); or
- A physical activity professional for nearly two full days curricular enrichment during school time every week of the school year—this alone achieves the two hour PE offer.

While we would advocate a mixed provision, based on these simple calculations, we believe this funding will support a basic provision in our schools. In the case of schools who use PS, they already receive high quality PE and sport provision and those schools which pool resources and work as a cluster, create additional value which they successfully invest back into sport provision.

14. In our view, while the Government’s partnership approach has many merits and strengths, it can create excessive management and administration and some schools “miss out” on opportunity. Our greatest concern about the recent announcement is that while we welcome the Government’s desire for schools and others to create partnerships, we believe this is very likely to result in the amplified fragmentation of delivery, potentially diverting funding into wasteful middle management and administration and inefficient delivery.

15. A particular strength of the PS model is that our coaches hold NGB coaching awards in over 20 different sports. We work directly with schools and NGBs (particularly the smaller NGBs and minority sports), to bring a wide range of sporting opportunity to the school gates. This is delivered by professionals who spend their whole working life striving to deliver excellence in this environment. Our core business is focused on delivery, in the school, from 8am-6pm providing a clear continuity of provision throughout and around the school day, across a wide range of sports all with one organisation and offering pathways into community clubs and opportunity for Gifted and Talented pupils.

16. Finally, we also broadly welcome the Government’s focus on competitive sport as a part of a balanced and mixed school provision. In our experience however, travelling to compete is an issue for many schools. While there is little substitute for real face to face competition, GM does provide a potential online alternative to help foster competition. Via its online portal, GM pupils can compete against any school in the country without leaving the school gate.

Question Two—The scope, appropriateness and likelihood of success of the Government’s plans for a school sports legacy from London 2012

17. We agree with Ofsted that there is not enough strenuous physical activity in many PE and sport lessons with teachers and others often lacking the specialist training. While the Government’s investment in school sport will make an impact, this has to be delivered by the right organisations and professionals. We believe that organisations like PS and GM can help to make a real impact by not only providing excellent value for

money but assessing a schools needs and tailoring a programme to deliver highly effective PE and sport provision.

18. As schools have measurable criteria linked to the funding and are accountable for its use, Head Teachers will need to create and find suitable programmes that fit their school, its ethos and inspire participation amongst its pupils. What may prevent the policy from working effectively is that in some schools, when Head Teachers, faced with a multiple delivery partners including individual sport NGBs, professional clubs, amateur clubs, residuals elements of the school sports partners and the Youth Sport Trust, all with a range of abilities to deliver quality provision, do not have the expertise to make the best decision for their school. In lacking access to the best advice about commissioning suitable provision they could waste funding by investing into local partnerships, to “manage” these programmes on their behalf, or by spending all their money on new sports equipment they cannot use because they do not have the specialists required to deliver.

19. It is therefore crucial Head Teachers receive the best advice and guidance about how to use this funding most effectively: to assess which model or provider is best for them, rather than what they current know, or whoever the closest local provider. The Community of Providers of Physical Activity and School Sport (COMPASS) will be advising schools on what good provision should look like, and are increasing the industry standards via a new Level 3 qualification for Physical Activity and School Sport (PASS) professionals in August/September 2013. This has been funded by the private sector. A skills register funded by the government is being developed in conjunction with Skills Active and this will direct Head Teachers and schools to appropriate professionals.

20. We also believe that schools must increasingly explore employing professional physical education and sport providers. As a commissioner, schools must be seen as a customer as this will help to ensure good value for money. In short, if the school commissions a private sector provider and the service is below standard, the private sector professional will lose the contract. If a publicly funded body is below standard, the school and the pupils are often stuck with poor provision.

21. To ensure we offer a highly tailored service we provide, as part of our preliminary assessment of a school’s needs, a Health and Physical Activity (HPA) evaluation. Currently we are offering, as part of the Responsibility Deal, 1000 free consultations to schools about how sustainable PE, sport and physical activity programmes can be embedded into school life long after the initial two year funding period finishes. It is our aim to ensure that pupils are never subjected to restricted PE, sport & physical activity opportunity again.

22. PS and GM work in direct partnership with 2,000 schools every week to create bespoke programmes which are efficient, sustainable and focused on need. In our experience most schools will not need two whole days PE cover per week but bespoke mix of activity which is fully, part and non-funded across the school day. We also strongly believe that, where possible, the provision should be sustainable beyond any funding window—free provision is suitable to an extent but we have found that participation continues for longer when parents are asked for a small contribution for clubs outside school hours. We also provide however, around 450, 000 places, free of charge, on our events, for disadvantaged children.

23. Where a school may prefer to have their own professional staff member, we would argue that using a private sector professional is more cost effective in the long-term. Where a school will have to pay to train the professional, that member of staff may also move jobs after one term. In using a provider like PS, we will pay for the continued up-skilling of our staff and a school will always have access to the best quality professionals. Furthermore, with only one PE and sport specialist, a school is susceptible to lessons having to be cancelled. If a school uses a special PE and sport provider a replacement replaces them and the pupils do not miss out.

24. Another key aspect of whether this policy will be successful was highlighted by Ofsted: in its view “tougher assessment of sport provision via Ofsted should ensure the funding is bringing the maximum benefit for *all pupils*”. Schools will therefore need to engage those inactive children that do not have the confidence or self-esteem to attend extra-curricular clubs, or shy away from PE lessons. The whole GM approach is non-threatening to this group of children: to ease them into physical activity by removing the barriers and preconceived fears of “physical activity”. Children do not have to compete against other pupils just themselves; they set their own targets, they are not forced to run or wear sports kit—they can simply walk holding hands with their friends. While this might not seem to some as physical activity it is in our experience a significant and often life changing move in the right direction to get all children active.

25. Furthermore, one of the many strengths of GM is that it is a very simple benchmark for levels of physical fitness of all children. This web based initiative can provide a measurable way to record impact, regardless of what facilities or equipment the school has. GM can provide measurable results, engagement, inter/intra competition for the academic year for approximately only 4% of the new annual budget.

26. We also believe that employment legacy is also crucial. According to one source, sports coaching was the second fastest growing employment sector in the UK in the recession and it is estimated that around 50,000 people are employed as private sports coaches (many working in schools), across the UK. PS has seen coaching applications double and this trend is continuing. It is our view that this policy will assist and generate employment in an industry that has grown pre, during and post government funding into school sport.

27. We also believe that another important and under-mentioned aspect is the skills legacy. With the forthcoming Level 3 diploma as a Physical Activity & School Sport Professional, many of the people working

in the industry are young adults who have started via apprenticeships. By continuing to improve standards and the increasing demand for sports coaching inspired by major sporting success such as the Olympics, there is an increasing group of skilled professionals teaching PE and sport across the country. Many are forging careers in the industry, becoming employers themselves and in many cases have the skills required to enter the teaching profession in later life.

28. PS itself is growing and we continue to see an increase in the number of franchises we have. We predict this to grow and we are planning to double the size of our network to 165 territories, covering approx 12,500 of the UK's primary schools in the coming years. While it is too early to measure the exact impact, it is our view, this will help the economy to grow. There is also increasing opportunity for our coaches to work overseas.

Question Three: *The impact so far of London 2012 on the take-up of competitive sports in schools;*

29. While it is too early to provide firm evidence, our participation rates are up substantially. PE provision has grown by 23% since this time last year as more schools use outside experts to work alongside teachers. Furthermore the average number of our out-of-school-hours clubs has also grown by a similar figure and demand within these clubs is growing.

Question Four: *What further measures should be taken to ensure a sustainable and effective legacy in school sports following London 2012*

30. The Government has a great opportunity to deliver on a range of policy agendas such as employment, skills, youth unemployment, health & obesity, education and sport by working with appropriate (non-funded) organisations who can deliver across all of these areas. Not only could this be a flagship sport policy, it could be a perfect example of how public/private/charitable sector partnerships can impact across many platforms and government should not waste that opportunity to support, embrace and advertise that. Skills, training and hopefully employment will continue long after ring fenced funding and therefore should be supported.

31. School PE & sport provides the base of any sporting legacy. In our view, successful engagement is key. From this, clear and well signposted pathways for children's ongoing participation are vital. Those who do not want to play sport should be encouraged to maintain a level of fitness through activities they can do simply and easily to ensure a lifelong physical activity habits. In using a tool like GM, a school can simply create a firm physical activity foundation which it can measure progress over time and PS can take that and deliver an effective and rich school sport programme which interweaves ongoing physical activity, sport skills and awareness, and competitive sport. Those who show an interest and aptitude for sport should be encouraged through further opportunities to participate, and enhance their current skills. They should be challenged through appropriate competitive school sport, and encouraged and supported to join local clubs to access better coaching, and then to continue their sporting interests at secondary school.

32. Initiatives like GM should play a significant part in the Olympic legacy in schools as the foundation for physical activity and sport. It simply ensures pupils participate in regular physical activity. In addition schools using GM continue to report a dramatic increase in attendance and improvement in children's concentration level, and through this, a rising academic level. Children also improve their confidence and have stronger self-esteem, more energy, better memory, and simply a good feeling about themselves. GM also introduces sport through its reward structure that motivates and encourages children to complete more Golden Miles which are collectively celebrated, giving a sense of achievement, and introducing a sense of competition.

33. We were particularly struck by how schools in Norfolk saw their GM involvement as a significant Olympic Legacy project for 2012–13 and beyond. Over 4000 pupils are involved and staff are using it will raise health awareness and improve activity levels, not only of pupils, but of staff, family and friends. The project represents significant investment into school physical activity at a difficult financial period for schools and one of the extended aims of the project is to raise funds for future PE and sport investment, to provide an extended Olympic legacy for all the schools/pupils involved.

CONCLUSION

34. While quality school PE and Sport can be achieved in many ways, in our experience this is best undertaken by highly trained and skilled professionals, who can deliver across a wide range of physical activity and sport and have the expertise to do this in the school environment. As the PS and GM model proves, this provision does not need to be expensive nor does it need to be unsustainable in the long term. More awareness is needed about the range of provision available for schools, especially of those provided by the private sector to ensure they get the best value for money and most effective, customer focused PE and sport provision and delivery for their pupils.

Written evidence submitted by The Thomas Hardye School, Dorchester.

YEAR 9 STUDENTS OF 9KA—WRITTEN EVIDENCE FOR SCHOOL SPORT AND 2012 LEGACY

BEST MEMORIES

Going to watch an event, and seeing our country win in person (eg David Weir 5000m; Weymouth beach big screens).

Having the Weymouth sailing venue on our doorstep.

Proud of the dedication others put into the country.

The atmosphere wherever you were watching it.

SCHOOL SPORT

Would like more unknown sports to be played—eg boxing, squash, Gaelic football.

We have good facilities, but would prefer more than 2 PE lessons a week.

Would like to see more Olympic/Paralympics-related sports in school—the class enjoyed “sitting down volleyball” and others.

EFFECTS OF THE OLYMPICS

More people are inspired to try more sports outside of school, and take up new hobbies.

Existing facilities have been improved, and we have a new sports centre.

More people are willing to try new sports; less common sports are becoming more popular with clubs etc.

EFFECTS OF THE OLYMPICS ON WEYMOUTH/DORCHESTER

Sense of pride knowing it’s “just down the road” from where we live.

There’s more tourism for local businesses and hotels etc.

More people internationally now know where Weymouth is.

May 2013

Written evidence by Sporting Nation

This evidence relates entirely to fourth line of enquiry: What measures should be taken to ensure a sustained legacy in school sports following 2012?

SUMMARY

Sporting Nation is a web-based tool which helps grassroots sports players in schools and the community manage, and keep a record of, their active lives. It allows users to:

- build a permanent record of their sporting stats, achievements, and personal fitness data;
- manage all team and individual sports in one place; school, university and community;
- plan and manage ladders, leagues and individual fixtures;
- manage player, official and volunteer availability;
- share sporting highlights with family and friends;
- keep track of their network of sporting connections; team-mates, opponents and coaches;
- In schools, it connects with school databases and virtual learning environments, and helps PE teachers assess pupils by building a picture of entire active lives, not just what they see in class; and
- A wealth of participation data is collected across every type of sport and activity, and every pupil.

SportingNation.com is a framework which makes it easier to organise and record sport that stays with users after they leave school. This framework, together with a permanent record of their involvement and sporting connections, make it more likely players will remain engaged in active lives after they leave school.

OVERVIEW

Where Facebook helps organise and keep a permanent record of social connections and events, and LinkedIn does the same for one’s professional life, Sporting Nation is a similar concept but for grassroots sports. It is not always easy to organise sporting activity, and very few statistics are recorded for grassroots sport—you can’t pick a team, organise a ladder or keep statistics on existing social networks. Furthermore, whilst one would not always want to add team-mates, coaches and opponents on Facebook, maintaining this network is desirable for continued sports participation.

Sporting Nation solves these problems. It is a platform on which team and individual sports are organised, availability and scheduling is managed, and statistics are recorded. Over time, a user builds a permanent record of their sporting life, and the network of people involved. Importantly, it brings together in one place sporting involvement from school and the community.

SCHOOLS FIRST

Whilst Sporting Nation is designed for all people who lead active lives, our strategy has been to start by focusing on schools. The PE module is used by 100% of the student population in a school, not just the “sporty” kids, exposing all students to the framework, and sporting opportunities. It builds an electronic portfolio of evidence showing progress and achievement. By building up a picture of a user’s sporting involvement, statistics and sporting network whilst they are at school, these users are likely to be “sticky”. We have been working with seven schools to help build the software, and have over 50 schools who have requested access ahead of our full schools launch next academic year.

PILOT GROUPS

Having started development in November 2011, several thousand pilot users from the following schools have guided our development since Sep 2012:

High Arcal School, Dudley
 Ravenswood School, Bromley
 Christ’s Hospital School, Horsham
 Borden Grammar (Sports College), Sittingbourne
 Becket Keys School, Brentwood
 St. Gregory’s Catholic School, Tunbridge Wells
 Haverstock Comprehensive, Camden

PROPOSAL

For every child, starting in primary school, to build a permanent lifelong record of their sporting involvement, whether playing, coaching, volunteering, or keeping fit, and of all their sporting connections. This allows continuity between primary and secondary schools, as well as between school and community sport. It stays with the individual after school, helping promote a lifelong habit of sport. It is cheap to provide, and provides a wealth of data on activity and participation as a by-product.

Written evidence submitted by Supporter to Reporter (S2R) elective, Catmose College

As part of our Supporter to Reporter (S2R) elective at Catmose College, we have discussed the Legacy of London 2012 and if a generation has been inspired. We have also discussed if there has been an impact on the take-up of school sports as a result of the London 2012 Olympics and/or Paralympics.

As part of our discussion the students came to the following conclusions.

FAVOURITE MOMENTS OF LONDON 2012

The Torch Relay as we all went out to watch it as it passed by our College.

Mr Bean in the opening ceremony and the opening ceremony in general as it showcased our country and it’s history and impact on the World.

Mo Farah in the 1500m final.

Andy Murray, finally putting tennis on the medal table.

Chris Hoy, winning considering it was his last race for Team GB.

PARALYMPIC MEMORIES

Ellie Symonds and her achievements at such a young age.

Oscar Pistorius.

David Weir, the “Wolfman”.

Sarah Storey.

The lady who was caught in the London bombings taking part in seated volleyball, huge respect.

As a result of London 2012, have you taken up another sport? Are you more active?

Tennis.

Badminton.

Cycling.

Scotering.

More cycling.

Yes, even Olympic Sport Video games.

In respect of school sports, how have they been affected since London 2012?

The Olympic hype has disappeared.

Our new sport centre has allowed us to try different sports.

We can try out different sports in our electives and after college hours.

We would like more choice of sport to do in sports lessons and not just seasonal sports but we appreciate that the lack of choice is probably due to teacher supervision.

Sports lessons should be double lessons to allow us more time to enjoy instead of taking time in getting changed.

Video “vox pops” can be found on the following links:

<https://www.makewav.es/story/530190/title/inspiringageneration>

<https://www.makewav.es/story/530628/title/haveschoolsportsimprovedsinceLondon2012>

May 2013

Written evidence submitted by Colegrave Primary School, Stratford, London

2012 WAS AN AMAZING YEAR FOR PUPILS, STAFF AND PARENTS AT COLEGRAVE PRIMARY SCHOOL

Colegrave Primary School is situated in Stratford; our school overlooks the Athlete’s village. We could see every stage of the building process from our school playground. Our initial springboard for thinking about London 2012 was a local authority partnership (Newham + Barnsley) we made with a school in Barnsley in 2010. To celebrate this partnership we planned a showcasing event in June 2011 that highlighted all the work we had done together and how the pupils from both authorities had embraced this. Little did we know that this would be our first taste of things to come Lyn Brown (MP), Dan Jarvis (MP), Sir Robin Wales (Mayor of Newham) the Head of London 2012 in Newham attending this event. The support and vision of the head teacher and her team has enabled this partnership to grow from strength to strength. Both schools have been involved in a joint filming project documenting what it is like to live in Barnsley and Stratford; residential visits have also taken place and our partner school made special visits to London when we hosted our Olympic visitors eg Michael Johnson and Danny Boyle.

The school joined the online community GetSet and the pupils began blogging about London 2012. This soon became very popular in school and we decided to set up an Olympic and Paralympic Committee which comprised of eight pupils and two members of staff. We then started the mammoth task of getting people to visit our school as we needed to get our school name known to London 2012—we wanted to be part of this spectacular event and we were determined to do so. Proactive contact with the Olympic and Paralympic Organising Committees and other organisations supporting London 2012 were made by the school, without this there would have been minimal opportunities offered to the children at our school.

Parents and carers were also instrumental in supporting the school in all our London 2012 events. The enthusiasm shown by the children and staff became a catalyst for our parents who could see that the school was determined not only to create opportunities to involve their children but also be involved in as many as possible.

All the work we have undertaken about London 2012 was recognized by the local authority which is why we were part of the Olympic Opening Ceremony. Our countdown to London 2012 was turned into a photo book; this documents our journey leading up to and beyond London 2012. I hope you are able to see this book (courtesy of Lyn Brown MP).

Here is an overview of our 2011–12 year.

September 2011	We opened the new John Lewis store in Westfield (we had made previously made links with the store). We also found out that we had been selected to be part of the London 2012 Olympic Opening Ceremony.
October 2011	We hosted the American Worldskills Team at our school. (We also made links with the American Embassy in London).
November 2011	Michael Johnson visited our school and we were featured on the BBC 1 programme '2012 Olympic Games: 100 Days to Go.'
December 2011	Danny Boyle visited our school (we had written to him in July 2011 and asked him to come and see our us). The American Wrestling Team visited our school.
January 2012	It was announced that our school had been selected to be part of the London 2012 Olympic Opening Ceremony. We were the featured school on all the press releases for this event and also appeared on BBC London news.
February 2012	Ofsted inspection they commented on the outstanding links with the school in Barnsley and how all the work we were doing about London 2012 <i>'had a major impact on the self-esteem of pupils, on their spiritual, moral, social and cultural development and above all on their confidence and wiling ness to learn.'</i>
March 2012	We appeared on Japanese TV. This was a live broadcast about the Olympics. The pupils involved had to learn some Japanese phrases (which they still remember).
April 2012	We made links with BBC World News and they made four programmes about how our school was preparing for London 2012. These programmes were broadcast around the world
May 2012	We entered the Chelsea Fringe and designed an Olympic garden we called it 'growing for gold'.
June 2012	We were invited guests to the House of Commons in celebration of our partnership work with the school in Barnsley. We also visited Barnsley during this month and had the opportunity to see the Olympic Torch.
July 2012	We appeared in the London 2012 Olympic Opening ceremony and we featured on the BBC 1 six o'clock news. We held a party in the school hall on the night and invited parents and carers. BBC World News filmed this party live. After appearing at the stadium here are some of the thoughts from our performers:- Isra—I feel inspired Michael- I feel spectacular Moiaz—I feel proud of myself Johan—I feel speechless and amazed
September 2012	We went to the athletes' parade in London and were interviewed by BBC London news. A few days later ITV daybreak contacted our school and we hosted two Olympic gold medalists at our school. Nicola Adams and Danni King. I was also nominated by London 2012 ceremonies to attend a gathering at Clarence house in recognition of all the work the school had undertaken.

THE LEGACY FOR OUR SCHOOL

The impact of being part of London 2012 and the legacy has not only left lasting memories of a spectacular year but has also brought the school community together. After reflecting on the rigorous rehearsals that our pupils attending leading up to the night we now recognize that our pupils are capable of much more than we ever imagined. Very few pupils missed rehearsals and the long days and often-late nights did not put our pupils off. They had more resilience than we gave them credit for. Something that we intend to build on. Next month we are going to be working with a local film company and make a film that will capture the excitement and enthusiasm of our London 2012 journey. We have already made links with the London Legacy Development Corporation and are working on a project with architects and developers based in the new Queen Elizabeth Park.

IMPACT ON SCHOOL SPORTS

As a primary school on the doorstep of the Olympic park, we welcome the recently announced funding of £150million to inspire children to become more active, as part of the Olympic Legacy. When funding for the School Sports Partnership was cut in December 2010, competitive sports in our school suffered. We look forward to working collaboratively with PE specialists, to deliver high quality PE lessons and rebuild sports partnerships with schools.

May 2013

Written evidence submitted by Barking Abbey School

SUMMARY:

1. School Reporters from Barking School took part in a discussion as part of BBC News School Report's 2012 legacy and school sport lesson plan (<http://www.bbc.co.uk/schoolreport/22189634>) and shared their views. They also completed the Education Select Committee's children and young people's online survey.

2. The majority of them said they were inspired by the London 2012 Olympic and Paralympic Games, with the opening/closing ceremonies and specific performances like Usain Bolt capturing their imagination, together with the Paralympics as a whole. In fact the Paralympics seemed to capture this group's attention.

3. Most of the students enjoyed school sport but few felt anything had changed in its provision since London 2012.

4. Several students commented on wider legacy outcomes, such as changing attitudes to disability and the sense of community/national pride brought about by 2012.

5. Students suggested a broader range of sports should be on offer and that more hours of PE per week would be desirable.

6. The following notes and quotes are those gathered by the students during the class discussion, reflecting the students' views on their London 2012 memories, interest in sport and PE experiences at school.

LONDON 2012 MEMORIES:

7. when GB won their medals—it was something to be proud of because they represented our country.

8. the opening ceremony because it made me realise the history of our country.

9. favourite memory was that family was excited during the Olympics and had a BBQ once every two weeks to celebrate!

10. The opening ceremony because of the extravagant and illustrious history of Britain, from the Victorian times to the modern times.

11. watching the 100m race with Usain Bolt, because he was the fastest man on Earth and it was exciting to see him run with ease.

12. The closing ceremony. This is because we got to see the highlights of the Olympics so it reminded you how inspiring it was, and even to be in London was memorable.

13. The part of the opening ceremony when all the countries were introduced and people brought flags in to represent their country. This was emotional and inspiring.

14. The Paralympics because it showed that disabled people could also win, given the chance. It showed that even though they were disabled, they could still do something amazing with their life, which is the most inspiring thing for most people.

15. American swimmer Michael Phelps winning so many medals, as he has the most medals in the world in the history of sport!

London 2012—an inspiration?

16. It was an inspirational event as it was great to see the Paralympians live their dream and win medals. It shows that those who are less able to run can be just like an able-bodied person.

17. most excited and interested during the Paralympic as the athletes were less fortunate than the Olympic people, as they do not have all of their limbs; however they still raced with passion and heart.

18. the amputees running in the 800m race was the most inspirational—it shows that if they can do it, he will be able to as well

19. did not find it inspirational, because it was boring.

20. The Paralympic athletes were inspiring as the athletes took part and overcame injury. It made you not take your life for granted and put effort into sport.

How important is school sport? What do they think of the provision of school sport?

21. school sport is important because there is no written work and it is pretty much just all “fun and games”, therefore it prevents you from being “absolutely bored”.

22. it is quite important because it gets you out of “a terrible stinking classroom” and into the outdoors, which is the field, which gets you fit.

23. it is important because it is fun.

24. The school has not changed since the Olympics, however maybe a better quality of coaching in PE lessons.

25. the school is encouraging students to take on physical activities, by upgrading their facilities.

26. the school offers a larger range of sports so that people can get interested in physical activities.

27. it is not a substantial difference from what they did before.

28. Introduction of sports passes, which is not necessary because people will have to show a pass to enter the courts, when before they could just enter without hassle.

29. Nothing has changed as the sports have been the same in school.

30. school sports is a vital thing. Helps enhance performance within it. Maisie has always had a passion since childhood and it's good for me to be able to continue this hobby.

31. school sports should really teach a vast variety of sports as many people might not enjoy core sport such as football, basketball and rugby. However I feel school sports only focus on special gifted students.

32. school sports is important for students who want to achieve a placement in the field of sport or simply students who take a liking and enjoy sports. However school sports don't do much for less abled or incapable students.

33. School doesn't put much effort into it even though it's a sports college. There isn't much motivation or encouragement to or from students. It is just like a normal school. They only practice sport in school. It is important as it is a source of fitness and key skills are provided by teachers so that students have more knowledge and know what sport to do out of school.

34. The provision of school sport is good as there is enough lessons for them to understand the sport. Since the games, the variety of sports in school has been the same. The quality of coaching has been the same too.

35. Since the Olympics, the school sports facilities haven't changed much, as we still carry out the same sports and activities students in previous years have. Olympics aren't ever mentioned in lessons and we tend to forget about the Olympics.

36. Not too important to me but I appreciate it and the opportunities it can give. It doesn't impact my life hugely, but it's a good habit to focus on.

What does the phrase "2012 legacy" mean to them? Have they seen any evidence of it at school?

37. What legacy? The Olympics happened, people remember it, but it is nothing too big...

38. There is a legacy... West Ham have taken over the stadium and have got big plans to get young people from the area into playing sports like football for their local clubs.

39. No legacy; people don't really care about it.

40. The legacy is something that can inspire people in the long-term and encourage them to be inspired and encouraged.

41. the 2012 legacy was the Paralympics Games. We saw the less abled in a new light and they were more respected and accepted in society. More people witnessed that the less able were also capable of successfully competing and winning in the games.

42. the 2012 legacy was the joy of bringing countries together in the UK under one event and the integration of cultures, races and religions all getting along in that moment to support and encourage each other.

What do they think the government should do to make sure there is a proper school sport legacy from 2012?

43. probably give more money so that it can be spent on equipment.

44. PE should be taken more seriously, mostly it involves just playing sport, unlike GCSE people who learn a more in-depth knowledge of sports, eg diets, muscles etc.

45. Schools should have a wider variety of sports, such as Archery, Boxing, and Running etc.

46. The government should allow more hours of PE in school and free sports activities within the community.

* Barking Abbey School is a mixed Specialist Sports and Humanities College in east London. This is the school visited by the Education Select Committee in April: <http://www.bbc.co.uk/schoolreport/22317046>

Written evidence submitted by Woodlane High School, west London

SUMMARY:

1. On Thurs 9 May, 19 School Reporters from Woodlane High School* in west London shared their views about school sport by taking part in a discussion with staff from the BBC News School Report project and answering questions from the Education Select Committee's children and young people's survey.

2. In answer to question one—did the Olympics make you want to do more sports?—nine students agreed and said yes. However, four students disagreed and said the Olympics and Paralympics hasn't made them want to do more sport. Four other young people were not sure.

3. The School Reporters then discussed how much sport they do in school. The majority (11 out of 19) don't think they do enough and are keen to do more. Seven students thought they did enough sport in school whilst one thinks they do too much.

4. Woodlane High School Reporters think the key things that would make them want to do more sport in school are:

- (1) More kinds of sports.
- (2) Better equipment.
- (3) Their friends doing sport.

5. The students had lots of ideas about different sports they would like to try at school:

- Rugby.
- Tennis.
- Swimming.
- Dodgeball.
- Archery.
- Wrestling.
- Darts.
- Gymnastics.
- Bowling.
- Cycling.
- Rock climbing.
- Surfing.
- Parkour.
- Zorbing.

6. During the wider discussion about sport, Woodlane High School Reporters identified cycling and football as the most popular sports they participate in during their free time when they are not at school.

7. Of the 10 students who cycle regularly outside school four of them said they do so to get somewhere whereas 6 pupils just like cycling for fun.

8. Some of the reasons the students said they like sport is because it is "fun and exciting". One student commented on enjoying sport competitions in particular as they are "unpredictable and exciting".

* Woodlane High School is a community special school for 11–16 year olds in Hammersmith & Fulham. The school has been involved in BBC News School Report since 2007/08. This year a mixed ability group of Year 8 students participated in the project and these were the young people involved in the school sport discussion.

June 2013

Written evidence submitted by Plashet School, east London

SUMMARY:

1. On Friday 10 May 26 School Reporters from Plashet School* in east London took part in a discussion—facilitated by BBC News School Report—about 2012 legacy and school sport and shared their views. They also completed the Education Select Committee's children and young people's online survey.

2. The majority of them said they were inspired by the London 2012 Olympic and Paralympic Games and every student at their school had been a spectator of an event, including women's football, handball and Paralympic athletics in the Olympic Stadium.

3. A number of students from the school were/are Olympic legacy ambassadors and two were young Gamesmakers.

4. Most of the students didn't think they did enough sport in school, and a very small minority thought they did too much.

5. When asked what one thing would make them want to do more sport at school the top three answers were (in order of popularity):

- (a) More sports competitions against other schools.
- (b) Better equipment (balls, racquets, bats etc) and places to play (halls, fields).
- (c) More coaching and skills training.

6. The following notes and quotes are those gathered by the students during the class discussion, reflecting the students' views on their London 2012 memories, interest in sport and PE experiences at school.

LONDON 2012 MEMORIES:

- 7. One Direction at the closing ceremony.
- 8. Sir Chris Hoy carrying the flag and leading out Team GB at opening ceremony.
- 9. Being a spectator: It was really loud and much better than we thought!
- 10. The Mr Bean piano moment at opening ceremony.
- 11. Sad to see the flames going out at the end.
- 12. Mo Farah winning 5000m, coming from behind, whole stadium wanted him to win.
- 13. Greg Rutherford, and other GB athletes on "Super Saturday".
- 14. Usain Bolt—particularly as speculation he might not win, unexpected?
- 15. Mexican waves by spectators in the Olympic stadium.
- 16. Watching Team GB v Brazil in women's football at Wembley. First time women's football has had such a big game in UK: "atmosphere was amazing".
- 17. The inspiring nature of the Paralympic Games and in particular "the backflips during the high jump competition!".
- 18. Watching GB women, particularly Ellie Simmonds, Jessica Ennis and Nicola Adams, win medals in front of home crowd.

LONDON 2012—AN INSPIRATION

- 19. Paralympic Games more inspiring than the Olympics. The Olympic Games "were actually more of a celebration".
- 20. Paralympics particularly inspiring as "amazing to see people who are challenged physically but do amazing things as athletes".
- 21. Inspiring to have the Olympics taking place in their borough.
- 22. Inspiring to meet athletes like Josh Vander Vies, Canadian Boccia player.
- 23. "Having Christine Ohuruogu visit our school was really inspiring. She's from the area and shows that people from anywhere can achieve. Sometimes have been embarrassed to be from Newham but after that, more pride and can relate to her in particular. She explained what inspired her (eg her family) and that made her seem more normal. Usually you just see athletes doing their sport and you don't think what they're like as people or what inspires them."
- 24. "Tom Daley inspired me as he won was a bronze but wasn't disappointed but proud with his standard."
- 25. "I have experienced something that was a once in a life time opportunity and it has changed my life!"
- 26. "The year 2012 was one of the most inspiring, surprising and achieving years."
- 27. "People coming here from other countries was inspiring and just the amazing memories of the summer. A very sporty year. Usually you watch the Olympics on the TV in different countries and you think it would be nice to be there or go there, but this time it came to us."
- 28. Inspired by "the excitement of feeling united" during London 2012 Games.
- 29. Inspiring to see countries and people (eg Saudi Arabia women) participating at the Olympics.
- 30. "London 2012 inspired you to get involved/excited to get involved—to do your own Olympic challenge".
- 31. "I think as students from east London we should have taken part in London 2012 because only adults volunteered but us students didn't get much of a chance".

Did they start to go running/swimming etc or join a local sports club/school sports team? Or did the effect quickly fade once the Games were over?

32. "At first I enjoyed PE with different sports but I felt my time could be used better as I had GCSE exams coming up, however the Olympics reminded me, PE is another subject which I love doing so the Olympics helped me see the importance of sports."

33. London 2012 highlighted how fun sport can be: "before the Games loads of people thought it was boring" General agreement that effect has lasted and remains a year on.

34. "I think after the Olympics finished we could have done more at school because only the KS4 students met a sports person and I thought more students should have too."

35. A third of the students also do sport outside school. Swimming, dancing, trampolining, basketball, judo, running are sports they do outside of school.

36. "I don't do sport out of school because it is too tiring and has to be organised".

37. How important is school sport? What do they think of the provision of school sport?

38. Consensus that some students do not do enough physical activities in a week.

39. Most students thought two hours PE lessons per week are enough.

40. "PE would be better if there was more equipment and bigger sport hall and fields".

41. Benefits of sport considered to be: helping you keep calm, teamwork, joy of movement.

42. "Things you learn in PE cannot be learnt in a classroom".

43. "It's just as important as any other school lesson; just because you don't have a textbook doesn't mean it's not important—it gets you into healthy habits and that's important as you get older".

44. Doing sport is improved by team work and improves communication skills.

45. "I like to do those sports because it's interesting and fun to learn about."

46. School facilities include playground, sports hall, outdoor, gym, running track but noted that they have to do most PE lessons indoors because of weather. In the summer they make use of local Plashet Park for rounders etc. Agreement that facilities are alright but could be better. The school utilises what it has got well.

What does the phrase "2012 legacy" mean to them? Have they seen any evidence of it at school?

47. Physical legacy in the facilities like Aquatics Centre etc.—it is important that local people can use them.

48. "Everyone has their own interpretation of the legacy but memories and just the excitement in the air mostly. Everyone felt together, the whole nation was united and the volunteers were amazing".

49. Plashet School had an Olympics and Paralympics Week and all pupils were offered ticket to attend a London 2012 event.

50. Some students had a go at sports they had not previously heard of through school—Boccia and wheelchair basketball.

What do they think the government should do to make sure there is a proper school sport legacy from 2012?

51. More inspirational and motivational sports speakers, eg Paralympic athletes.

52. An increase in designated areas to play and eat at school during break times so students are more active and outside.

53. Better equipment and opportunities to try out a wider range of sports during PE.

54. "I think there should be more sports competitions against other schools but mostly I think people would want to do this for fun".

55. "Can we have an Olympics for children and teenagers between 10–18 years old?"

56. "There should be more leisure centres in Newham and their local area".

* Plashet School is a girls' secondary school in East Ham, Newham. The school has been involved in BBC News School Report for the last two years and the young reporting team includes a mixture of Year 7, 8 and 9 pupils. Students involved in this school sport discussion were self-selecting and a mixture of Year 7–10.

Written evidence submitted by King Harold Academy

SUMMARY:

1. On Thursday 23 May, approx. 60 students from King Harold Academy* in Essex took part in a discussion about 2012 legacy and school sport and shared their views by answering questions from the Education Select Committee's children and young people's survey.

2. There were a variety of views from a wide range of students (groups from Y10, Y8 and Y7) about the impact of 2012 outside of London, not all positive. There was a widespread feeling that football is the dominant sport and "always will be".

3. That said, it was also felt that 2012 had created some "idols" such as Mo Farah, Usain Bolt and Jessica Ennis who would inspire the next generation.

4. Most of the students didn't think they did enough sport in school and felt that facilities needed to be improved to encourage more participation.

5. The following notes and quotes are those gathered by the students during the class discussion, reflecting the students' views on their London 2012 memories, interest in sport and PE experiences at school.

LONDON 2012 MEMORIES:

6. Tom Daley jumping in the swimming pool.

7. Jessica Ennis & Mo Farah winning gold.

8. number of tourists and visitors coming to London.

LONDON 2012—AN INSPIRATION

9. Some students did feel inspired—felt like they can become gold medal winners and wanting to do more sport.

10. The GB Olympic team "did our country proud" and made everybody happy while the Olympics were on.

11. Some felt the effect was short-lived though, perhaps lasting only six months after the end of the Game before everything went back to normal.

Did they start to go running/swimming etc or join a local sports club/school sports team? Or did the effect quickly fade once the Games were over?

12. Some students said they had become more sporty/active in the wake of the Games, but the majority said it had made little impact.

13. A vocal minority just wanted to do more football, preferably all-year round!

14. There was a feeling that the area was lacking in local sports clubs and that links between school sport and community sport were virtually non-existent. Not too difficult to find a football club, but that's about it.

How important is school sport? What do they think of the provision of school sport?

15. Most pupils wanted to do more than 2 hours a week, with either 3 or 4 hours felt a better solution.

16. Dance was popular with many of the girls in the group, but school has had to get rid of its dance teacher so many had stopped doing it.

17. Felt that the teaching was of good quality but equipment was old and needed updating/replacing—things like rounders bats, better changing facilities etc.

18. Would like a swimming pool!

19. Would like a wider range of sports to be offered—baseball, golf, more opportunities to play cricket.

20. Some did have an understanding that funding was an issue—that more equipment/coaches/teachers costs money which school might not have.

What do they think the government should do to make sure there is a proper school sport legacy from 2012?

21. One suggestion which got lots of support was for professional athletes/footballers etc to come into the school and coach/mentor/speak to pupils—this really would be "inspirational".

22. A feeling that class sizes are too big and prevent better skills coaching etc. PE could be done in smaller groups to allow better coaching for each pupil—more PE teachers would help to do this.

* Plashet School is a mixed academy in Waltham Abbey, Essex. The school has been involved in BBC News School Report for the last three years. Students involved in this school sport discussion were a mixture of Years 7, 8 and 10.

Written evidence submitted by the Department of Health

1. What is the Government's vision for an Olympic and Paralympic legacy for school sports? How does this fit with the DoH's priorities?

In March 2013, the Prime Minister said “The Olympic and Paralympic Games marked an incredible year for this country and I will always be proud that we showed the world what Britain can do. I want to ensure the Games count for the future too and that means capitalising on the inspiration young people took from what they saw during those summer months. With this new approach to sport, we can create a culture in our schools that encourages all children to be active and enjoy sport, and helps foster the aspirations of future Olympians and Paralympians. Whether that is the future Jessica Ennis, Ellie Simmonds or Mo Farah, or someone who will simply learn to love sport and exercise for a lifetime, this investment will benefit a whole generation of children for many years to come.”

School Sport is a significant part of the Olympic and Paralympic legacy to “Inspire a Generation”. The aims of the Department of Health with regard to physical activity and the aims of the legacy go hand-in-hand—namely to ensure all children and young people, particularly the least active, have opportunities to be physically active and enjoy sport.

2. How joined-up is the Government in its approach to school sports and the 2012 legacy? How has the DoH worked with other Departments to deliver the policy?

The Department of Health is working closely with other Government departments to help deliver the Olympic and Paralympic legacy through the Olympic and Paralympic Sub-committee. We are jointly funding the School Games and the School Sport funding and our investment helps to ensure that these programmes benefit all children and young people and lead to improvements in health outcomes.

3. What do you regard to be the main purpose of school sports?

School sport encompasses Physical Education, competitive sporting opportunities and physical activity. Being physically active is key to maintaining and improving health at all ages and it is crucial that all children have the opportunity to learn the skills and confidence that they require to lead active, healthy lifestyles and take part in sport throughout their lives. Excellent school sport can provide children with the skills and enthusiasm to lead active lives.

4. Do you think the current system for school sports delivers the intended benefits?

The PE curriculum provides teachers with the framework to teach children the basics of movement and coordination in their early years through to advanced sport-specific skills at secondary school. The School Games was launched in 2012 and provides a year-round programme of regular school sport competition—creating the opportunity for every school and every child to participate in competitive sport.

There is a consensus that primary schools require additional support to deliver high quality PE and sport, which is why we have provided £120m of the £300m School Sport Funding. These funds will help ensure that every state-funded primary school in England can use its ring-fenced funding to buy in a range of sustainable support, coaching, training or competition organisations, or on other PE and sport provision, as Primary Head Teachers see fit.

We know that some children are disengaged from sport and do not like taking part in PE or physical activity and we are specifically working to engage these children through the Change4Life Sports Clubs in schools. The Youth Sport Trust have established 3,000 clubs in secondary schools and over 5,000 clubs in primary schools to date and independent evaluation shows they are effectively changing attitudes and leading to increases in physical activity. In the first year of delivery in secondary schools over 10,800 “non-sporty” young people reported choosing to play sport each week after taking part in Change4Life Sports Clubs—and increase of 166%.

5. How important is competition in school sports? How does a focus on competition impact the health of young people?

Competition has a central role in school sport and in the lives of young people—it can promote important skills and characteristics such as, leadership, confidence, resilience and team-working. We do know, however, that many children are put off sport by an emphasis on competition, which is why we are investing in school sport to enable children to gain confidence and fundamental movement skills at a young age and to ensure that the School Games provides an accessible opportunity to compete in a range of sports.

6. *What outcomes does the DoH hope to see from the primary sport premium funding? How does it intend to assure itself that the programme has been a good use of its funds?*

The Department of Health has made a significant contribution to the School Sport funding and we hope that considered spending of the School Sport Premium by Head Teachers on programmes that work, such as the Change4Life Clubs, will lead to more children and young people, particularly those that are inactive or disengaged from sport, having increased levels of physical activity leading to improved health outcomes.

There are several accountability measures in place for the School Sport funding to ensure it is appropriately focused on PE, sport and healthy lifestyles. Schools will be held accountable for how they spend the new funding. Her Majesty's Chief Inspector, Sir Michael Wilshaw has agreed to strengthen its coverage of sport and PE within the Inspectors' handbook and supporting guidance, so that schools and inspectors are clear about how sport and PE will be assessed in future as part of the overall provision offered by the school. The health aspects of the funding are included as part of the guidance to inspectors; the revised handbook will ask inspectors to consider: "How well the school uses its new sports funding to improve the quality and breadth of its PE and sporting provision, including increasing participation in PE and sport so that all pupils develop healthy lifestyles and reach the performance levels they are capable of".

Schools are free to spend the funding according to the particular needs of their pupils, and have been provided with a list of exemplars, including the Change4Life Sports Clubs, which we know lead to positive changes in behaviour and attitudes. We have a robust, independent evaluation in place for this programme and will ensure that we have data on the Change4Life Sport Clubs purchased by primary schools.

June 2013

Written evidence submitted by Ben Cox, Development Manager, London Youth Rowing

I was watching the Education Select Committee on BBC Parliament a few weeks ago. Graham Stuart sent out a request to anyone who has anything to contribute to the debate on school sport, asking them to get in touch. I have been doing some work in this area with, among others, Meg Hillier and she suggested I write to you.

My name is Ben Cox and I work for a charity called London Youth Rowing (LYR). We work with nearly 10,000 young people in over 100 secondary schools a year across London, particularly in east London. We aim to bring the sport to those young people that wouldn't normally get the chance to take part—including those with disabilities. 40% of our young people are from BAME backgrounds and 49% are female. We have been very successful and therefore generously supported by Sport England and a number of other funders and various trusts in recent years. We have recently been given notice of similar support for the next four years.

Working with such a wide range of schools, youth clubs, local authorities, corporations and other partners including the Met Police, I feel we are ideally placed provide a unique perspective on what is working in sports provision and what more can be done, particularly in the state sector and in areas of marked deprivation.

Previously I worked as a teacher and coach in a public school but deliberately sought to work with young people who didn't perhaps enjoy the same expectations and support as those in independent education. A coaching role came up with LYR six years ago and I took it. Over the last four years I have moved out of coaching into development with a specific focus on providing meaningful pathways from participation in schools onto local club membership and a performance framework. The latter has included an elite rowing programme with Mossbourne Community Academy, which I proposed and set up when Sir Michael Wilshaw was still in post. His successor, Peter Hughes has been equally supportive and indeed two of our recent graduates have gone on to study at Oxford and Cambridge. More recently I have begun to focus on the pastoral aspects of what we do and how we can use sport as a vehicle for social mobility. In this endeavour we have teamed up with the East London Business Alliance and Morgan Stanley to provide mentoring opportunities in financial services for our older junior club members. For those less inclined to such career paths we are equally assiduous in seeking out apprenticeships via the Waterman and Lighterman Company.

Outside of my role with LYR I have been working with the Youth Sports Trust, the NUT, the Learning Trust in Hackney, Eton College and Hackney and Newham secondary schools to create a conference around how independent schools, state schools and local authorities can work together to share best practice and narrow the gap in sports provision between the state and independent sectors. Meg Hillier, Stephen Twigg and Andrew Adonis have also been supportive of my efforts thus far. I do this in my spare time so the work is slow-going but I believe we are starting to make inroads.

It is my contention that the main problem in sports provision is that state and independent schools work in silos. With the exception of a small amount of work going on by the YST, there is very little sharing of best practice and a limited understanding in the state sector about the benefits, not only in terms of sports provision, but also the immense pastoral value of well-structured and well-funded school sport. Of all of my colleagues and extended networks in both the state and independent sectors (and we are talking thousands of teachers) I was the only one that deliberately moved from the independent to the state and third sector. This is not surprising as I had to give up a good salary and pension to do so and take on a much more demanding task. I

don't blame anyone for not doing the same. The conference and a subsequent pilot programme are aiming to break down this, to use Lord Adonis's term, "Berlin Wall" in British education.

My work is guided by the strongest desire to make sure that students in any school get the opportunities that I didn't, that public school children do, and that which is in our gift to deliver. The solutions are simple in principle, complex in practice—but eminently do-able. I have seen firsthand the knock-on effects of meaningful and patient sports provision in, not only the independent sector but far more importantly, the state sector too. The results mean less pressure on the criminal justice system, on welfare, the NHS and of course a broadening of the tax base. It changed my life, I have been fortunate enough to play a part in helping other young people change theirs and, I believe, with thoughtful reform, it is the key to unlocking many more lives to come.

June 2013
