



House of Commons
Education Committee

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

Third Report of Session 2013–14

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Summary

Good quality school sport is important: it can deliver improved education, health and social outcomes for the nation and for individuals. School is the one place where everybody gets the opportunity to play sport and take part in physical activity and, as such, has an important role in the development of a lifelong sporting habit.

The Government has placed an emphasis on *competitive* sport being taught in schools. While this brings with it many benefits, this emphasis can also deter many young people from taking part in sport at all. We recommend that the Department for Education makes clear to all schools that they must offer both competitive and non-competitive sporting opportunities for their pupils, to ensure that all young people feel able to take part in sport and enjoy the benefits it brings.

We found a consensus around primary school as the correct focus for Government investment in school sport. While we welcome the Government's announcement that 120 primary sports specialists are to be trained this summer, we would want to see how this initiative will build into an improved sport provision for all 17,000 primary schools in England.

We are concerned that successive governments' approach to school sport has been short-term: occasional "pump-priming" by government is simply not good enough for something so important. We recommend that the Government commits to a long-term vision for school sport which is properly supported by long-term funding.

The primary sport premium funding is only in place for two years, and we believe that this is not sufficient to allow a long-term provision to be built. The primary sport premium must be embedded within a long-term strategy with sustained funding if the Government wishes to demonstrate a commitment to school sport and secure a legacy from the Games. On its own, the primary sport premium is inadequate.

Schools will need support and guidance if they are to use the primary sport premium funding effectively. The Government's ring-fencing of the funds and its web-based guidance go only some way to achieving this. Head teachers need a more practical and useable resource to guide them in using the funds to provide a sustained improvement in the sport provision in their school. The best long-term use of the primary sport premium may well be through investment in high-quality training of staff.

Schools must be accountable for their provision of school sport and, more specifically, the use of the primary sport premium. We believe that the idea that Ofsted can hold primary school effectively to account during the two-year period of the funding is flawed. The reporting by schools on their website of how they intend to use the funds does not go far enough, and we recommend that schools should also report on pupils' achievements as a result of the funding, to bring a sharp focus on outcomes for young people. Alongside this, all schools should report on the amount of school sport and physical education they provide for their pupils.

While we do not think that the opportunity for a London 2012 legacy for schools has been lost, we believe that further action is needed if a long-term legacy is to be built. The School Games programme has been a success, but is limited to sporty young people and is only funded until 2015. A legacy activity that appeals to all is needed alongside the School Games, with funding for both on a long-term basis.

School sport is simply too important to be picked up and dropped. If school sport is to grow from the grass-roots, it needs long-term funding and time to develop. We would like to see an end to school sport being kicked around as a political football, and successive governments commit to a long-term future for school sport.

1 Introduction

Background to the inquiry

1. The events of London 2012 were meant to “inspire a generation” of young people and to provide a legacy beyond the weeks of the Games. We therefore decided to hold a short inquiry into school sport following London 2012, in advance of the first anniversary of the Olympic and Paralympic Games. We announced our inquiry in February 2013 with the following terms of reference:

- The impact and effectiveness of current Government policy and expenditure on increasing sport in schools;
- The scope, appropriateness and likelihood of success of the Government’s plans for a school sport legacy from London 2012;
- The impact so far of London 2012 on the take-up of competitive sport in schools; and
- What further measures should be taken to ensure a sustainable and effective legacy in school sport following London 2012.

Evidence base of our inquiry

2. We received 49 submissions from a range of organisations and individuals. This included evidence from schools, school sport co-ordinators, National Governing Bodies of various sports, national sport delivery bodies, local government, academics in the field, and the Departments of Health and for Education.

3. We held three formal oral evidence sessions, where we heard from a range of witnesses. These were:

- representatives from national sporting bodies;
- representatives of regional sporting bodies;
- former Olympic competitors;
- representatives of a range of schools;
- Olympic and Paralympic legacy “visionaries”; and,
- the responsible Minister (Edward Timpson MP, Parliamentary Under Secretary of State for Children and Families).

4. While we were content that we received a range of views and collected evidence from a number of different people, it was unfortunate that we were unable to take evidence from Lord Coe, given his role in the bid for, and the organisation of, the Games and his current role advising the Prime Minister on the Olympic legacy.

5. To broaden the base of our inquiry we visited three schools in East London where we met: teachers and pupils from Barking Abbey school, a sports specialist college for 11-18 year olds; staff and pupils at Hallsville primary school, Newham; and the head teacher and pupils at Curwen primary school, Newham, together with representatives from the Football Association. In addition, we received 312 responses to an online survey of teachers on the sport provision in their school. We also ran an online survey of young people to gather their thoughts on sport in their school and simultaneously started a twitter conversation with older young people to collect their views on the same subject. The survey of young people received 773 responses. Notes of the meetings in East London and results from the surveys are summarised in annexes to this report. Data from the surveys will be published on our website.

6. Our inquiry has benefited from the involvement of our specialist advisers, Professor David Kirk and Dr Jo Harris, and we are grateful to them for sharing their expertise.¹

Background information

Definitions of school sport and physical education

7. Physical activity, physical education and school sport are similar in that they all include physical movement, but there are important differences between them. The working definitions we used for this inquiry were:²

- Physical activity is a broad term referring to all bodily movement that uses energy. It includes all forms of physical education, sports and dance activities. It also includes indoor and outdoor play, work-related activity, outdoor and adventurous activities, active travel (e.g. walking, cycling, rollerblading, scooting) and routine, habitual activities such as using the stairs, doing housework and gardening.
- Physical education is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others).
- School sport is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings; this is sometimes referred to as out-of-school-hours learning.

1 Prof David Kirk and Dr Jo Harris recorded no relevant interests

2 'Physical Education Matters' (Spring 2013, Vol. 8, No. 1, pages 82-87)

Olympic and Paralympic legacy

8. One of the five legacy promises made in the Labour Government's June 2008 publication *Before, during and after: making the most of the London 2012 Games* was "to make the UK a world-leading sporting nation" through, *inter alia*, inspiring young people through sport.

9. In December 2010 the Coalition Government issued its own document, *Plans for the legacy from the 2012 Olympic and Paralympic Games*. This suggested that the legacy should be provided through the "Places People Play" initiative and a Schools Games.³ In January 2012 the Secretary of State for Culture, Media and Sport announced details of a new youth sport strategy which included steps aimed at schools, including the formation of satellite clubs in all secondary schools in England by 2015, and the resourcing of county sport partnerships to create links between school and community sport. This was followed in September 2012 by a further announcement by the Department of Culture, Media and Sport (DCMS) of a ten point sporting legacy plan which included a pledge to ensure that more is done to ensure PE in school is available to all.

Current school sport policy

10. PE is compulsory within the National Curriculum and it remains in the new draft National Curriculum, on which a public consultation has recently been held. The draft programme of study for key stages 1–4 for PE sets out the purpose of study:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.⁴

11. In October 2010 the Secretary of State for Education announced that the previous Government's Physical Education and Sports Strategy was being discontinued and that ring-fenced funding for School Sport Partnerships⁵ (SSPs) was to end in March 2011. The rationale was to encourage more competitive sport in schools and to give schools the freedom to concentrate on this by removing many of the requirements of the previous strategy, including: a baseline target of two-hours per week of PE and sport for every child; the recording of information about the levels of activity for every pupil for an annual survey; and reporting to the Youth Sport Trust (YST) on various performance indicators.

12. Following high levels of opposition to the decision, in December 2010 the Department for Education (DfE) extended funding for SSPs until August 2011 and made additional

3 The School Games is a four level— intra school, inter school, county festivals and national finals – competition for school children in England. "The Games are designed to build on the magic of 2012 to enable every school and child to participate in competitive sport including meaningful opportunities for disabled youngsters." [Sport England website]

4 Draft National Curriculum Programme of Study for PE, DfE, February 2013

5 Partnerships were "families" of schools which typically comprised a specialist sports college linked to a set of secondary schools, each of which has a further group of primary and special schools clustered around it. (DfE, 2010)

funding available to encourage the take-up of competitive sport. A further £65m was allocated to enable secondary schools to release one PE teacher for a day a week in school years 2011/12 and 2012/13 to help with sport in primary schools.

13. In March 2013 the Government announced new ring-fenced funding of £150 million per annum for two years from school year 2013/14 to provide primary school sport. The Prime Minister framed the announcement in terms of “capitalising on the inspiration young people took from what they saw during those summer months” of 2012.⁶ The funding is jointly provided by three Departments—Education, Health and Culture, Media & Sport—and the money will go directly to primary school head teachers to spend on improving the quality of sport and PE for all their children. The funding is worth, on average, around £9,250 per school.

14. Schools will be held to account for how they spend the sport funding, through Ofsted and a requirement to publish details of the sports provision on a school’s own website. The DfE have told us that “Ofsted will strengthen its coverage of sport and PE within the Inspectors’ Handbook and supporting guidance, so that schools and inspectors are clear about how sport and PE will be assessed in future as part of the overall provision offered by the school.”⁷ The revised handbook will also ask inspectors to consider how well the school uses its sport premium to improve the quality, breadth of its PE and sporting provision.⁸ In addition, Ofsted will undertake two separate surveys of school sport and PE: the first will be a “rapid response” to identify and promote best practice; the second, up to a year later, will be a review of how schools have used the additional funding and its impact.⁹ The publication of details on school websites is intended to enable parents and other interested parties to monitor how the money is being used and to compare with other schools.¹⁰

15. At the same time as announcing the new “primary sport premium” the Government also announced a pilot of 120 new primary teachers who will be trained with a specialism in PE, to begin work in schools in September 2013.¹¹

6 <http://www.bbc.co.uk/sport/0/21808982>

7 Ev 85, para 6.1

8 Ev 86, para 6.3

9 *Ibid.*, para 6.4

10 Ev 86, para 6.5

11 <https://www.gov.uk/government/news/150m-olympic-legacy-boost-for-primary-school-sport-in-england>

2 Purpose of school sport

The purpose and benefits of sport

16. We heard that the purpose of school sport can be a mixture of building character, talent spotting and as a driver for improved health and educational outcomes.¹² Almost all witnesses extolled the benefits of sport in general, and school sport in particular, to the individual and the nation. Witnesses identified improved health, educational and societal outcomes—both physical and mental—as being directly linked to physical activity and sport in school. We were reminded of the cost of poor public health in England, most forcefully by Baroness Grey-Thompson. She placed the funding of school sport in the context of public health and criminal justice system costs, saying that as a preventative measure, the cost of school sport was “just a drop in the ocean”.¹³

Health

17. The role of school sport in tackling obesity was a common theme in evidence. Around one in five children is overweight or obese when they enter Reception class, with numbers increasing to nearly one in three by the end of the Primary years.¹⁴ The Sport and Recreation Alliance cited the Government Office for Science in estimating that the impact of obesity in terms of reduced productivity and lost earnings to be £10 billion, with the total cost to society predicted to be £50 billion by 2050.¹⁵ The Local Government Association’s (LGA) evidence described childhood obesity as “one of the biggest and most expensive public health issues” that faces the nation and suggested that getting young people more active was the best way to tackle the problem.¹⁶ While Sue Wilkinson of the Association for Physical Education (afPE) acknowledged that PE and school sport alone would not solve the obesity problem, it was noted by Andy Reed of the Sport and Recreation Alliance (SRA) that a “willingness to take physical activity for the rest of one’s life is embedded early in those school years.”¹⁷ Dame Tessa Jowell told us that “there is no point in wringing your hands about the intractability of childhood obesity and seeing children doing less sport and less physical activity in school, because that is the way you stop it.”¹⁸ As witnesses pointed out, school is the one place where everyone gets some kind of physical activity.¹⁹

12 Q6, Qq132-3

13 Q196 [Baroness Grey-Thompson]

14 Ev w53

15 Ev 58, para 1

16 Ev w52, para 2.4

17 Q7 [Andy Reed]

18 Q183

19 Q7 [Sue Wilkinson]; Q116 [Jonathan Edwards]

18. Baroness Grey-Thompson and Baroness Campbell agreed that sport also assisted mental health. Baroness Campbell told us that sport was particularly important “for emotional well-being”.²⁰ She expanded on this point, saying it was:

not just for people with severe issues, but people with day-to-day issues of emotional stress or pressure. All the evidence is that if you packaged exercise as a pill, everybody would say that it was a miracle cure, because it actually alleviates emotional stress.

19. The Department of Health regarded being physically active as key to maintaining and improving health at all ages, and told us that “it is crucial that all children have the opportunity to learn the skills and confidence that they require to lead active, healthy lifestyles”.²¹

Educational outcomes

20. We also heard about the benefits that sport in school can bring to educational outcomes: although there was acknowledgement from Dame Tessa Jowell that much of the evidence for the benefits of school sport on academic achievement was anecdotal.²² The SRA told us that evidence suggested that physical activity helps “to improve attendance, behaviour and attainment in pupils”.²³ The head teacher of Hallsville Primary school in Newham told us that sport and exercise had been seen to improve the behaviour and learning of her pupils.²⁴ Baroness Campbell said that there was “plenty of evidence to show the impact of healthy children on academic achievement”.²⁵ The YST told us of a study they had commissioned which showed that sport colleges improved the percentage of students attaining 5 A*-C GCSEs by nearly double the national average.²⁶ Wayne Allsopp, of New College Leicester, said sport was “a key vehicle”²⁷ for raising academic achievement in his school and similarly Trystan Williams, head of Springfields Academy in Wiltshire, said that when his school became a specialist sports college in 2005, it was transformed from an under-performing to an outstanding school.²⁸

21. Denise Gladwell, head teacher of St Breock Primary School in Cornwall, commented that it was not a choice between sport and academic study, but rather it was “sport for academia”.²⁹ Baroness Campbell considered physical education and school sport to be “the serious business of education”, with unhealthy children not learning or concentrating as well.³⁰ We also heard evidence from her about the power of sport to assist disengaged

20 Q172 [Baroness Campbell]

21 Ev w72, para 3

22 Q176

23 Ev 58, 2 para 2

24 Annex 1

25 Q179 [Baroness Campbell]

26 Ev 80. Average improvement for sports colleges was 7.8% compared to 4% national average, between 2007-2010.

27 Q146

28 Q158 [Trystan Williams]

29 Q147

30 Q174 [Baroness Campbell]

learners, with one sports programme returning nearly 70% of young people back into mainstream education.³¹ Trystan Williams argued for the development of “social and emotional intelligence, especially among disaffected learners” through sport.³²

Societal benefits

22. We were told that an involvement in sport by young people can benefit the individual and wider society. Wayne Allsopp told us that sport can help to divert young people away from “antisocial behaviour”.³³ The YST thought that sport could be used to improve societal outcomes,³⁴ and the SRA told us that:

In areas challenged by anti-social behaviour and crime, sport can make a significant contribution; after-school activities can act as a diversion from errant behaviour and sport-based initiatives offer an effective way to engage hard-to-reach young people, build self esteem and repair relationships in areas affected by violence and division.³⁵

London Youth shared case studies with us which illustrated how an involvement in sport had delivered improved outcomes such as; employability, skills, confidence and wellbeing for young people in inner city London.³⁶

Recognition of benefits by Government

23. We asked the Minister, Edward Timpson MP, about the benefits that sport and physical literacy bring to children and young people. He saw a need to “recognise the benefit it has in terms not just of physical health but of a child’s self-confidence and their ability to learn; it has a wider benefit to that child and to the school”.³⁷

24. Although the evidence of the impact of *school* sport specifically on an individual is still emerging, the evidence of the benefits deriving from physical activity and involvement in sport more generally for individuals and the nation is conclusive. Recognition of this should underpin Government policy for school sport and is the basis for all the recommendations in our Report.

Competition in school sport

25. The Secretary of State for Education set out the Government’s approach to school sport in December 2010: “the government is clear that at the heart of our ambition is a traditional belief that competitive sport, when taught well, brings out the best in everyone,

31 Q179 [Baroness Campbell]

32 Q132 [Trystan Williams]

33 Q132 [Wayne Allsopp]

34 Ev 80, para 24

35 Ev 58, para 2

36 Ev 228. Case studies included: Calthorpe Project, London WC1 and Hackney quest and Coram fields.

37 Q228

be they the Olympian of tomorrow or the child who wants to keep fit and have fun learning new sports and games.”³⁸

26. The emphasis on competition in school sport was not universally welcomed. Will Parry, from the Department of Quantative Social Science at the Institute of Education, argued that “competitive sports have limited appeal to many children and promoting them above other forms of participation is likely to be counter-productive in terms of promoting life-long participation”.³⁹ Sports Leaders UK recognised that “for many, competitive sport is as much a disincentive to participate as an incentive”.⁴⁰ A similar point was made by a number of other witnesses, including the Local Government Association, Sport and Recreation Alliance, Youth Sport Trust and the Rugby Football Union.⁴¹

27. We were told by witnesses that for sport to deliver outcomes to all young people, non-competitive activities needed to be included alongside competitive sport. Jonathan Edwards told us: “you need an all-inclusive environment where you can take part and enjoy it, and you need opportunities for those who are good to pursue it competitively. It is not either/or”.⁴² Andy Reed argued that there is a danger that young people – in particular girls— can be put off sport for life by an over-emphasis on competition in school sport.⁴³ This was reflected in evidence from the Women’s Sport and Fitness Foundation, who reported that 51% of girls are currently put off being active by their experiences of PE and School Sport.⁴⁴

28. Witnesses were clear that this did not mean that there should not be competitive sports in school⁴⁵, as competition can bring many benefits to young people in terms of resilience, organisation and team work. Denise Gladwell argued that children need to learn to push for their personal best and to understand “what it is to compete and also what it is to be a loser when you compete—all those skills and all that learning prepares people for life”.⁴⁶

29. There appears to be some contradiction within Government about the impact of the emphasis on competition in school sport provision. The Department of Health stated that “many children are put off sport by an emphasis on competition”.⁴⁷ However, the Minister for Children and Families, Edward Timpson MP, told us that he did not accept that competition puts girls off playing sport. On the other hand, he thought that “there will be some girls and boys who will be put off if it is solely about competitive sport. That is why

38 <https://www.gov.uk/government/news/new-approach-for-school-sports-decentralising-power-incentivising-competition-trusting-teachers>

39 Ev w39, para2.1

40 Ev w50, para 4.1

41 Ev 76, Ev 58, Ev w51, Ev w52

42 Q102

43 Q5

44 Ev w22

45 Q85-86

46 Q132 [Denise Gladwell]

47 Ev w72, para 5

we need to increase the range of sport that is available, so that some of it is team sport but some of it is a chance to develop one's skills individually".⁴⁸

30. The balance of evidence to our inquiry supports the view that competition in school sport deters some young people from participating in sport and physical activity. We therefore recommend that the Department for Education makes clear to all schools that they must offer both competitive and non-competitive sporting opportunities to their pupils.

National curriculum

31. The Youth Sport Trust told us that if young people are to be able to take part in competitive sport, they "need to be taught the fundamental movement skills needed to properly engage in competition".⁴⁹ It recommended that there should be a high quality PE curriculum that focuses on building physical literacy at primary level.⁵⁰ The term "physical literacy" was explained by Sue Wilkinson as having an understanding of how the body works and moves, and was described by her as being the foundation on which sport is built.⁵¹ Andy Reed drew analogies between physical literacy and verbal literacy and numeracy.⁵² Key stage one and the early years were seen by witnesses as the time in which physical literacy needs to be embedded, although this work will often continue into key stage 2.⁵³

32. PE is currently compulsory in the National Curriculum at all four key stages and will remain so after the current review.⁵⁴ Witnesses welcomed this, although the SRA considered that academies and free schools should be subject to the same expectations in order to provide all children with the same opportunities.⁵⁵

33. In order to deliver a strong school sport offer, schools must ensure that all pupils are given a firm grounding in physical education in key stages 1 and 2 and the early years. We welcome the inclusion of PE in the draft national curriculum.

48 Q232

49 Ev 79, para 18

50 Ev 79, para 19

51 Q5 [Sue Wilkinson]

52 Q5 [Andy Reed]

53 Q5 [Andy Reed] and Q143 [Wayne Allsopp]

54 Ev 86, para 8.1

55 Ev 59, para 7

3 Government policy

Cross-Government working

34. Sport is a cross-departmental issue; while the DfE is the lead Department for school sport, the Department of Health (DoH) and DCMS also have an interest. The primary sport premium funding has come from the budgets of all three Departments. Its announcement by the Prime Minister was welcomed by ukactive as an encouraging sign that different Departments, with support from Number 10, were working together on the issue.⁵⁶

35. Mike Diaper, from Sport England, told us that over the last few years there has been greater clarity within Government over policy responsibility.⁵⁷ In contrast, Andy Reed of the SRA felt that there was a lack of clarity over which Department was leading the strategy.⁵⁸ This was echoed by other witnesses, including Dame Tessa Jowell and Baroness Grey-Thompson.⁵⁹ Baroness Campbell described the practical difficulties of having three Departments involved in a policy, describing how she had to “run” between all three departments when she was trying to put together a sports strategy.⁶⁰ Baroness Grey-Thompson commented that she thought it would be hard even to get the three ministers in a room together.⁶¹

36. The Minister spoke positively about the cross-departmental working on school sports. He said that the primary sport premium had, for the first time, “brought together three major Government Departments in a joint approach, not only in terms of the funding but also the implementation”.⁶² He spoke about “close working” with the other Departments and described how they had worked collectively without going “off on our own agendas and delivering for our individual Departments”.⁶³

37. We were pleased to note that the three Departments and Number 10 had worked together to deliver the primary sport premium, taking into account the views of other interested parties such as schools, parents, young people and the sport sector.⁶⁴ We also welcome the Minister’s offer to talk to politicians from all parties about how to make sure the legacy is durable.⁶⁵ Nonetheless, we remain concerned about evidence suggesting that cross-departmental working on school sports is not always as effective as it could be.

56 Ev w47

57 Q22

58 Q3

59 Q180 and Q188

60 Q182

61 Q188

62 Q200

63 Q200

64 Q200

65 Q200

Long-term support

38. Evidence was heard from a variety of witnesses that the Government needed to give a higher priority to school sport. Jonathan Edwards, the former Olympic triple jumper, told us that he felt there was a great irony that, following London 2012, “we still face this question about where sport fits in and how important it is”.⁶⁶ Baroness Grey-Thompson commented that sport is not taken seriously enough by government⁶⁷ and Andy Reed called for “a genuine commitment from the Department to say that sport and physical activity is a genuine part of the school curriculum and is very important”.⁶⁸

39. Witnesses were keen that funding for school sports should be longer-term and able to create a “settled and accountable infrastructure”.⁶⁹ National Governing Bodies for sports told us they wanted a longer term commitment from Government: the Football Association called for a period of stability to ensure that programmes can be developed and expanded⁷⁰ and the Lawn Tennis Association believed that a long term strategy was necessary.⁷¹ Witnesses agreed that politicians needed to stop using sport as a political football and put something in place that could work over time and provide stability.⁷² Baroness Grey-Thompson put it to us that “we need to focus our money on a long-term strategy that is passionate about physical activity and sport”.⁷³ Mike Diaper told us that stability, in both school and community sport, was the single most important factor that would make a difference.⁷⁴

40. There is a clear pattern of funding for school sport policy being short-term. The most recent funding for school sports announced by Government— the primary sport premium — is for two years. The teacher release scheme funding was also for two years, from 2011 to 2013. We were reminded by witnesses that the funding for SSPs was “never there for life” and that it was known that it would end eventually.⁷⁵

41. We put the notion that school sport was being used as a political football to the Minister. He confirmed that both he and the Prime Minister regarded school sport as being “a high priority”,⁷⁶ but he was unable to commit to further funding beyond the spending review. He told us that the money already announced for primary schools was a strong indicator of the importance the Government placed on improving sport in schools.⁷⁷

66 Q108

67 Qq185-6

68 Q41

69 Ev w7, para 41 [Alan Watkinson]

70 Ev w57

71 Ev w8

72 Q79

73 Q192

74 Q48

75 Q11

76 Q206

77 Qq 204-205

42. We are concerned by the short-term nature of much of the funding for school sports. Without the commitment of longer-term funding it is difficult to see how decisions can be made by schools about how to invest resources effectively. Given the benefits that school sport provides to individuals and the nation, it deserves a long-term commitment from Government.

43. School sport is too important to rely on occasional efforts at pump-priming; the Government must commit to a long-term vision for school sport accompanied by long-term funding. We recommend that the Government sets out a plan for the sustained support and development of its school sports policy, to include measures to ensure a cross-departmental vision and effective working across all relevant departments.

4 Delivery of school sport

School sports partnerships

44. School sports partnerships (SSPs) were “families” of schools which typically comprised a specialist sports college linked to a set of secondary schools, each of which had a further group of primary and special schools clustered around it.⁷⁸ As noted previously, the DfE ended the ring-fenced funding for SSPs in August 2011. A number of SSPs still remain, although the provision was generally described as “patchy”.⁷⁹ Evidence showed that where SSPs had planned to sustain themselves beyond the period of ring-fenced funding, in some cases—such as in Berkshire and Leicestershire—they had been successful.⁸⁰ But we were told by Linda Cairns, a school sports co-ordinator from George Abbot School in Guildford, that these examples were the minority and, in most cases, the system was “tailing off and there are one or two school sports co-ordinators” left.⁸¹ Evidence from the NASUWT indicated that in July 2012, 48% of local authorities recorded a decline in the number of SSPs, while a further 28% had no functioning SSP within their area.⁸² Our own teacher survey revealed that 40% of respondents’ schools were not involved in an SSP.⁸³

45. SSPs were regarded by some witnesses as the golden age of school sports and as an excellent model for universal delivery. Dame Tessa Jowell told us that the model was admired and copied internationally⁸⁴ and the language used by a range of witnesses in describing the removal of funding for SSPs was strong. One witness called it “devastating”;⁸⁵ another said that it was “disastrous”.⁸⁶ Jonathan Edwards told us that in his opinion the dismantling of the SSPs was a bad move which “wasn’t well thought through and left many people feeling incredulous”.⁸⁷ There was almost universal agreement that SSPs were an efficient way to ensure that all young people had wider opportunities to take part in school sport and for expertise to be developed in schools.⁸⁸ This was supported by Ofsted in the key findings of its report, *Beyond 2012—outstanding physical education for all*, which stated that the “impact of school sports partnerships in maximising participation and increasing regular competition was clearly evident in the vast majority of schools visited”.⁸⁹

78 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/181556/DFE-RR032.pdf para 2.1

79 Ev w1, Ev 62, Ev w3, Ev w4, Ev w5, and Ev 32

80 Q11 and Q15

81 Q55

82 Ev w19 para 12

83 Annex 2. The teacher survey was a self-selecting sample.

84 Q177

85 Ev w1

86 Ev w7, para 46

87 Q108

88 For example, Q55

89 Ofsted, *Beyond 2012* p5

46. We heard that the provision of school sports had decreased since the central SSP funding was removed.⁹⁰ Both Dame Tessa Jowell and Wayne Allsopp referred to the Smith Institute survey⁹¹ which found that one third of schools reported a decrease in school sports since the end of ring-fenced funding for SSPs.⁹² Colegrave School told us that competitive sports in their school suffered when the funding for SSPs was cut.⁹³ We also heard from the Mid Sussex SSP that the contrast between the levels of competitive activity in their area and that of neighbouring areas without partnerships was huge. In the SSP area 131 teams played in 24 different competitions involving over 1200 young people; in the surrounding area there were 47 teams in 9 competitions involving 390 young people.⁹⁴ The YST set out a number of negative effects the removal of central funding for SSPs had on the delivery of school sport and PE in terms of both quality and quantity.⁹⁵

47. While most evidence was supportive of SSPs, we did hear some criticisms of the network. New College Leicester said that the SSP network “didn’t really connect and had too much autonomy and no accountability locally”.⁹⁶ Mike Diaper told us that SSPs did not foster lifelong participation and that drop-off at 16 had got worse during their time.⁹⁷ The quality of SSPs was described as “variable” by Linda Cairns and others recognised that it was not a perfect system.⁹⁸ Sports Leaders UK told us that the collapse of a large number of partnerships demonstrated that the “model was not sustainable”.⁹⁹

48. The level of bureaucracy of SSPs was raised as a particular criticism by a small number of witnesses.¹⁰⁰ In response to this, Dame Tessa Jowell pointed out that getting 300 to 400 children from a secondary school over a weekend taking part in competition took “a lot of organisation”.¹⁰¹ Instead of a weakness, she saw this as a strength of the SSPs—that there was someone whose job it was to “book the buses, tell the parents that the kids are going to be home late, arrange packed lunches”.¹⁰² Andy Reed suggested that “if there was a problem with bureaucracy, our line was that we would have preferred to tackle the bureaucracy rather than the funding as the issue”.¹⁰³

90 Ev w33, para 3

91 *School sport participation and the Olympic legacy*, p17-18, Smith Institute, 2013. These findings were based on a sample size of 534 Primary teachers and 182 Secondary teachers.

92 Q162, Q196 [Dame Tessa Jowell]

93 Ev w64

94 Ev w38, para 1.1(c)

95 Ev 78, para 9 (e)

96 Ev 73, 6 para 1.6

97 Q8

98 Q55 and Ev w5

99 Ev w49, para 2.2

100 Q 29 [Andy Reed] and Ev 88, para 11

101 Q192 [Dame Tessa Jowell]

102 Q192 [Dame Tessa Jowell]

103 Q9

49. The Minister told us that in his view the SSPs were not “bringing about high enough levels of participation”, with only one in five children playing competitive sport against other schools, and he also mentioned that they had not overcome the “disappointing drop-off at the age of 16”.¹⁰⁴ But the Minister acknowledged that SSPs had been “excellent in some areas” and said that schools were free to continue to buy into SSPs where they think it is the “best deal” for their children.¹⁰⁵

50. Given the state of the nation’s finances and the cost of the SSP programme—£2.4 billion of Exchequer and Lottery funding between 2003 and 2010¹⁰⁶—it is understandable that the Government looked to make savings in this area. However, it appears that a price has been paid for these savings.

51. There is clear evidence that the ending of the school sport partnerships funding has had a negative impact, including on the opportunities for young people to access competitive sporting opportunities in school. School sport partnerships were expensive but delivered benefits for children. The Government needs to show that an alternative programme (at lower cost) can deliver significant increases in participation in school sport.

Building on the SSP model

52. Much of the evidence we heard suggested that the links and networks created by SSPs were their main strength. Linda Cairns told us that, where SSPs were successful, it was “in making the school to community club links [...] and also the very effective networking that happened between primary and secondary schools”.¹⁰⁷ Evidence was plentiful that partnership working and networks were key to successful delivery of sport for schools. Shaun Dowling, Head of Sport at United Learning Trust, told us that he advised and encouraged schools in the chain to work in local partnerships.¹⁰⁸ Andy Reed emphasised the importance of a co-ordinated approach across a county or local authority area “to make sure there is some joined-up thinking”.¹⁰⁹ He was supported in this by Mike Diaper who said that getting school and community sport to work more closely together was the single most important factor in creating a legacy.¹¹⁰ The LGA suggested that primary schools, including academies, should work in partnership with councils as “councils are ideally placed to bring together partners in a joined-up approach to sport and legacy”.¹¹¹

104 Q233

105 Q233

106 Figures from a letter from Secretary of State for Education to Baroness Sue Campbell, dated 20 October 2010, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/186736/sos_20letter_20to_20yst_20_20_2020_20october_202010.pdf.pdf

107 Q55

108 Q58

109 Q10

110 Q48

111 Ev w53, para 3.1

53. There was limited evidence that alternative and better delivery models existed. Derek People outlined his vision for a network, evolving from SSPs but bringing together school and community sport, which he described as potentially being “very powerful”.¹¹² The role of County Sports Partnerships (CSPs) and local clubs were highlighted to us,¹¹³ but we were told that in the absence of a school-based lead—particularly in primary schools—it was unclear how they could effectively reach into schools.¹¹⁴ We were also told about the variation in the quality of CSPs and the problem of capacity in local clubs—particularly as many are staffed by volunteers.

54. The Ofsted report into school sport, *Beyond 2012*, called on the Government to devise a new strategy for PE and school sport that “builds on the successes of school sports partnerships.”¹¹⁵ Most suggestions we heard for delivery models were largely based on the SSP model. Baroness Campbell suggested a slightly modified model, with the role of the peripatetic PE specialist who works with a cluster of schools being a primary specialist rather than secondary.¹¹⁶

55. We concur with Ofsted, and we too recommend that the Government devises a new strategy for school sport that builds on the many strengths of the SSP model. We recommend that the Government promotes co-operation and partnership between schools, clubs, county sports partnerships and others to assist the delivery of school sport.

56. We were particularly attracted to the idea that any future model should include the role of a peripatetic PE specialist who works with a cluster of schools as a primary specialist, rather than secondary specialist.

Primary sport premium

57. The Government’s announcement in March 2013 of the primary sport premium was widely welcomed. Alan Watkinson, a Partnership Manager from Hounslow, described it as “an announcement worth waiting for”.¹¹⁷ Shaun Dowling was equally enthusiastic, telling us that “It is absolutely right to put the focus on primary-phase physical education [...] it is definitely in the right area. We are delighted that the money is there. We are completely delighted that it has been ring-fenced”.¹¹⁸

58. The vast majority of witnesses agreed that the funding was aimed at the right place. The YST said they were particularly pleased that the investment was focusing on provision at primary level.¹¹⁹ The Women’s Sport and Fitness Foundation told us that “children often

112 Q62

113 Q66 [Richard Saunders]

114 Q90 and Ev w1

115 Ofsted, *Beyond 2012—outstanding physical education for all*, February 2013, p4

116 Q178 [Baroness Campbell]

117 Ev w7, para 47

118 Q71

119 Ev 80, para 25

base their attitudes towards sport and physical activity on their experiences during primary school, so getting it right at that stage is vital”.¹²⁰ The only criticism we heard was from Wayne Allsopp from New College Leicester, who was concerned that the funding bypassed national organisations with the expertise and knowledge of how to use it most effectively.¹²¹

59. There was also widespread praise for the Government’s decision to ring-fence the primary sport premium. Dame Tessa Jowell told us that “there is a good body of evidence that shows that if you do not ring-fence money that you want spent on sport, it will not be spent on sport”.¹²² Recent history bears this out. The funding for the teacher release scheme had not been ring-fenced and witnesses, including Sue Wilkinson, Baroness Campbell and primary head teachers, told us that the funds had not always been used by secondary head teachers as intended.¹²³ Mid Sussex Active told us that in some areas only three in seven secondary schools had released a PE teacher at all.¹²⁴ Witnesses thought the ring-fencing of the primary sport premium was “critical” to its success.¹²⁵

60. The Minister told us that the Government had listened very carefully to those “who are in the know”—teachers, parents, pupils, national governing bodies, the YST and others—to reach a consensus that it was primary-school level where the most needed to be put in.¹²⁶ He also indicated that the ring-fencing of the funds was a clear way of showing the importance the Government places on school sport and that it would increase the accountability as to how the funds were used.¹²⁷

61. We agree with the Government that the priority in funding should be primary schools and that the ring-fencing of funds is necessary to ensure it is spent on sport.

Guidance for head teachers

62. While the primary sport premium was welcomed, we heard concerns about how some primary head teachers might use the funding, especially given that advice may be forthcoming from a number of different places. Sports Leaders UK suggested that some head teachers might be “bewildered” by the messages they were receiving.¹²⁸ We heard that head teachers had already been deluged with calls and emails from commercial companies, offering to sell their services to schools for the period of the premium funding.¹²⁹ Paul Harris, head teacher at Curwen primary school, told us that the quality of these coaches

120 Ev w22

121 Ev 73, Q141

122 Q179 [Dame Tessa Jowell]

123 Q33, Q157 [Paul Harris and Denise Gladwell] and Ev w34

124 Ev w38

125 Q34

126 Q200

127 Q 207 and Q254

128 Q 27, Q121, Q143

129 Q 27 and Q140

was variable, with some of them only being “apprentices who do not even have coach badges”.¹³⁰

63. Witnesses agreed that head teachers were looking at the DfE to provide independent guidance.¹³¹ Andy Reed told us that there needed to be “some assistance to help get heads through what is a very complex world in which to purchase a variety of those different options”.¹³² We were told about the efforts of others—such as the YST—to provide guidance and support to primary head teachers.¹³³ Richard Saunders, Chair of County Sports Partnership Network, suggested that County Sports Partnerships could play a role in promulgating policy and principle guidelines to head teachers on a local basis.¹³⁴

64. The Minister assured us that he was “acutely aware” that some head teachers may not know how to use the funds effectively, saying that “they need to have some strong steers that provide them with the best possible information on what works”.¹³⁵ He informed us of “a comprehensive information package”¹³⁶ for primary head teachers that was being developed by the DfE, which was subsequently published online at the end of June.¹³⁷

65. The evidence was clear that many primary head teachers would need support in making effective use of the primary sport premium. While organisations were already providing assistance and support it was regarded as important that guidance also came from the DfE: we were pleased to note that this guidance has now been published. While the guidance contains useful information for head teachers, we are concerned that the amount of information will take a lot of time to navigate. We would have hoped to see a simple step-by-step approach to auditing the needs of the pupils and staff which could then be used to guide decisions about spending.

66. We welcome the fact the Department for Education has produced comprehensive guidance for head teachers on the effective use of the primary sport premium funding, but more work needs to be done to make it as practical and useable as possible. To assist head teachers further, we recommend that the Department for Education produce a simple step-by-step approach to auditing the needs of the pupils and the training needs of staff which could then be used to guide decisions about spending.

Time-frame of primary sport premium

67. Witnesses agreed that the premium would be more beneficial if it was in place for a longer period and suggested that the short-term nature of the funding may lead to the money not being put to best use. Denise Gladwell said that while she welcomed the money,

130 Q140

131 Q28, SSL33

132 Q17

133 Q75 and Q178

134 Q75

135 Q263

136 Q263

137 <http://www.education.gov.uk/schools/adminandfinance/financialmanagement/primary>. Also Ev 90-91

she thought two years was “a fairly short time to build impact”, and there was a danger that “the money might, because of pressures of time, be misdirected”.¹³⁸

68. There was a range of views as to how long the funding should be in place, ranging from three years to ten years¹³⁹, but witnesses concurred that the premium should ideally be used in such a way that the benefits could be seen beyond the time-limited window of the funding.¹⁴⁰ However, we note that the DfE’s guidance for the use of the primary sport premium does not put particular emphasis on the need to consider using the funds for longer term benefit.¹⁴¹

69. As mentioned previously, the Minister did not feel able to commit further funding to the primary sport premium beyond the two years already announced. He told us that he would be “batting very hard” for further funds and he thought it was important that the progress that the funds would help bring about “does not start to weaken because of the lack of perceived sustainability going into the future”.¹⁴²

70. While we heard very clearly that the sector was grateful for the funding, no witness told us that two years was sufficient. Even the Minister was clear that he would need to be championing the cause of school sports at the spending review in order to try to secure longer-term funding. We believe that the £300 million funding for the primary sport premium could be very important, but that it risks being wasted if it is not put to effective, long-term use and could become yet another short-lived gimmick. **We are concerned that the timeframe of the primary sport premium is not sufficient to allow a long-term provision to be built. It risks replicating previous short-term fixes rather than creating a long-term solution. On its own, the primary sport premium is inadequate. If the Government is to secure a legacy from London 2012 and demonstrate its commitment to school sport, the primary sport premium must be embedded within a long-term strategy, with sustained funding.**

Primary teachers

Teacher training and development

71. Several witnesses raised concerns about the quality of PE and sport teaching in primary schools. There was widespread agreement that many primary school teachers were simply not equipped to properly teach PE.¹⁴³ The YST told us about their research that showed that many primary teachers “lack the confidence and competence to deliver the subject properly”.¹⁴⁴ The SRA cited research that indicated that 45% of teachers felt this way, and

138 Q139

139 Q40 [Sue Wilkinson]; Q64 [Derek Peaple]; Q77 [Shaun Dowling]; Q149 [Denise Gladwell]; Q151 [Wayne Allsopp]

140 For example, Q11, Qq35-36, and Q77

141 <http://www.education.gov.uk/schools/adminandfinance/financialmanagement/primary>

142 Q206

143 Q142, Q144 [Wayne Allsopp]. Q172 [Baroness Campbell], Q192 and Ev w4, para 8

144 Ev 77, para 9b

84% of newly qualified teachers said they did not feel prepared to offer PE to disabled pupils.¹⁴⁵

72. The recent Ofsted report into sport found that in 30% of the primary schools it visited, PE teaching needed improvement.¹⁴⁶ Ofsted recommended that the DfE should “ensure that those responsible for the initial training of primary teachers provide them with sufficient subject knowledge to enable them to teach PE well.”¹⁴⁷

73. It was pointed out by Paul Harris that the amount of training a primary school teacher was given in their initial teacher training was minimal—only one day for some PGCE or GTP courses. He told us that he only had six weeks training in one year over a four year course.¹⁴⁸ When given the opportunity, no witness argued that the current level of training was sufficient.¹⁴⁹

74. Continuous professional development of primary school teachers in PE and sport was a priority for many witnesses.¹⁵⁰ Denise Gladwell told us about “a range of high-quality professional development opportunities for primary school teachers” provided by bodies such as the YST, which she thought provided an opportunity to “upskill” teachers.¹⁵¹ County Durham School Sport Steering Group went so far as to say that more formal training for teachers, not just in initial teacher training but also after qualifying, should be statutory.¹⁵² Many witnesses, including Andy Reed, saw the professional development of teachers as being the main priority for the primary sport premium and a means of ensuring a sustainable legacy from the funds.¹⁵³

75. There is not currently a course to train existing primary teachers in a PE specialism, although there is for initial teacher training, for example at Roehampton University. We understand that the afPE is working to develop level 5 and 6 vocational accredited qualifications for primary generalists that will equip them with the knowledge, skills and understanding to deliver high quality physical education and school sport, with the option to become a specialist PE Leader.

76. The Minister told us that the DfE was doing “a huge amount of work with the new National College on improving initial teacher training” with regard to delivering sport and PE,¹⁵⁴ although he was not able to give us any detail as to whether the improvement was in terms of time, or quality, or both. He later wrote to us to clarify that:

145 Ev 59, para 8

146 Ofsted, *Beyond 2012*, p14

147 Ofsted, *Beyond 2012*, p9

148 Q142

149 Q51, Qq152-3, 192 [Baroness Campbell]

150 Q 51, Q139, Q154

151 Q152 [Denise Gladwell]

152 Ev w4, para 8

153 Q 35 [Andy Reed]

154 Q 240

the Government does not prescribe the specific content of Initial Teacher Training (ITT) courses, nor set out requirements for any particular amount of time to be spent on any element of the content. Instead, we expect providers to ensure that their programmes allow all trainees to achieve Qualified Teacher Status by demonstrating that they meet the Teachers' Standards. All aspects of ITT provision are inspected by Ofsted.¹⁵⁵

He also told us that the Government was improving continuous professional development, to develop skills in the primary sector, and he thought that some schools may use the sport premium in this way.¹⁵⁶

77. The number of hours spent on physical education by trainee primary teachers is inadequate. Initial teacher training of primary school teachers must include a more substantial course on physical education, including for children with special needs. We recommend that Ofsted takes this into account when inspecting and assessing initial teacher training provision.

78. We agree with witnesses that continuous professional development of staff in teaching of PE and sport is an effective use of the primary sport premium. By using the money in this way schools should be able to see a benefit from the funds beyond the two year window. **We conclude that the best long-term use of the primary sport premium may well be through investment in high-quality training of staff.**

Primary sport specialists

79. Given the absence of PE specialists in most primary schools, the Government's announcement that 120 primary teachers would be trained in a PE specialism this summer was widely welcomed. Some witnesses wanted to go further: top of the wish list of Andy Reed, Shaun Dowling and Wayne Allsopp was the idea of having a dedicated specialist PE teacher in each primary school.¹⁵⁷ Baroness Campbell suggested that this was neither affordable nor indeed practical, but that the solution may be for a specialist teacher to be linked to a number of primary schools.¹⁵⁸ A similar recommendation was put to us by the National Association of Headteachers.¹⁵⁹

80. The Minister agreed with Baroness Campbell that it was not practical to have a full-time PE specialist in every primary school, but said that there was a clear need to have more than at present. He told us that the intention was that the new PE specialists worked in "a cluster-type approach" and—as a pilot programme—if it proved successful the DfE would "try to build on it the following summer".¹⁶⁰

155 Ev 90-91

156 Qq 241-242

157 Q 51 [Andy Reed], Q81 [Shaun Dowling], Q154 [Wayne Allsopp]

158 Q178

159 Ev w49, para 2.3

160 Q250

81. We agree that, while desirable, it is not practical for each primary school in the country to have a dedicated PE specialist teacher. It seems sensible for the expertise of these PE specialists to be shared among a cluster of schools. However, while noting that the current programme is only a pilot, the number of specialists is very small—around one to 142 primary schools—and so will only benefit a few schools and their pupils. It is unfortunate that there does not seem to be a plan as to how the programme will be taken forward following the training of the first 120 teachers.

82. We welcome the Government's plans to begin training a cadre of 120 primary PE specialists from this summer. The Government needs to set out how this initiative will build into an improvement of sport provision in all 17,000 primary schools in England.

5 Special needs and disability sport

83. One of the most outstanding successes of London 2012 was in raising the profile of Paralympic sports. Baroness Grey-Thompson told us that there were particular concerns about the health and fitness of disabled young people. She thought that the figures for the lack of fitness among the general population would probably be worse for disabled people.¹⁶¹ School sport has an important role in improving the health of disabled children. It can also ultimately save the state money: Baroness Grey-Thompson told us that “a pressure sore for a disabled person can cost £200,000; actually being physically active can prevent some of those things happening.”¹⁶² We were therefore interested to explore what could be done, by way of legacy for London 2012, to encourage young people with disabilities and special needs to do more sport.

Competitive sporting opportunities

84. While being good from an education perspective, Baroness Grey-Thompson told us that mainstream education has made it “really hard for disabled people to find competition opportunities, to compete on a level playing field and be included”.¹⁶³ It was claimed that many mainstream schools are unable to provide sport for disabled children; often they are sent to the library instead of taking part in PE or sport.¹⁶⁴ The SRA told us that “a third of young disabled pupils say that they take part in less PE than other pupils”.¹⁶⁵ While special schools are better at delivering sport for disabled young people than mainstream schools—partly due to facilities and partly due to the training of teachers—Baroness Grey-Thompson told us that due to the level of impairment of children in these settings, it would more often be physical activity linked to therapy, as opposed to competitive sport.¹⁶⁶

85. Witnesses praised the School Games as a means through which disabled young people could access competitive sporting opportunities.¹⁶⁷ Mike Diaper told us that there was a particular focus within the School Games on getting “meaningful competition for young disabled people”.¹⁶⁸ At school level 14,000 disabled children took part in the competition in the first year.¹⁶⁹ Baroness Grey-Thompson believed that the School Games was useful and an important focus but she thought that there was a challenge in terms of finding enough young people to fill the sports.¹⁷⁰ She was concerned that there was “a move towards

161 Q170

162 Q196 [Baroness Grey-Thompson]

163 Q170

164 Q170 and Ev 56

165 Ev 61 para 13

166 Q173

167 Qq 93-95 [Shaun Dowling and Linda Cairns]

168 Q43

169 Q43

170 Q189

minimal impairment and lower level disability as opposed to looking across all the different impairment groups to find enough people to compete in those sports”.¹⁷¹

86. We also heard criticism from Trystan Williams, head teacher of a special school, that the School Games model was not inclusive. He had been unable to secure any funding to support the competition beyond the school level for pupils in referral units and special schools, “especially those with high-functioning autism and with challenging behaviours”.¹⁷² He thought that, while there was a route through the School Games programme to provide competitive opportunities for disabled young people, it was effectively closed to young people with challenging behaviour.¹⁷³

87. Baroness Campbell told us about the YST’s work in establishing 50 Project Ability schools—predominately special needs schools, that act as a hub to provide inclusive professional development and support—which she felt had made a “considerable difference to inclusion”.¹⁷⁴ Trystan Williams told us that the Project Ability concept had “certainly produced a greater breadth of sporting opportunities for young people”.¹⁷⁵

88. We also heard about the lack of confidence that many teachers have in their ability to teach children with disabilities or special needs. Baroness Campbell told us it was a “step too far” to ask most PE teachers to be inclusive in their teaching—in her view it was not that they were unwilling to be inclusive, but that they were fearful of it.¹⁷⁶ Baroness Grey-Thompson suggested that many teachers “do not feel equipped or able, in many cases, to integrate [disabled children] properly into lessons”.¹⁷⁷ The afPE characterised the teaching of disability sport as weak and needing development and support.¹⁷⁸

89. The Minister told us that there were “a number of pieces of work and programmes” through which the Government was supporting disabled children’s sport, including Project Ability schools, the School Games and other initiatives through Sport England.¹⁷⁹ The Minister was very clear that disabled children should have no disadvantage, and told us that “schools should be making reasonable adjustments for children with a disability and should not be stifling any opportunity that they have”.¹⁸⁰ He suggested that schools should be using their primary sport premium, where appropriate, to buy professional development for staff to ensure that they have the expertise to provide inclusive PE and sport.¹⁸¹

171 Q189

172 Q136

173 Q137

174 Q173 [Baroness Campbell]

175 Q136

176 Q172

177 Q170

178 Ev 57

179 Qq 267-268

180 Q268

181 Q271

90. We share the Minister’s view that disabled children should have no disadvantage, and Baroness Grey-Thompson’s concerns about the health of disabled young people. We were concerned to hear from more than one witness that disabled children are still sent to the library instead of being involved in inclusive PE lessons. While we recognise that steps are being taken through programmes such as Project Ability and the School Games to provide competition for all young people, it is unacceptable that children with disabilities are not involved in PE and sport in school simply because teachers have not received the appropriate training to provide inclusive lessons.

91. We recognise the role that school sport can play in engaging children with special needs in school and education. We recommend that further, specific training for teachers in the provision of PE and sport for children with special needs—be they for physical disabilities or special educational needs—should be provided in both initial teacher training and continuous professional development.

Education, health and care plans

92. Baroness Grey-Thompson pointed out that statements of special educational need do not include a section on physical activity, which she saw as “a massively missed opportunity”.¹⁸² She suggested that education plans in the future should include “a real promise about physical activity”.¹⁸³ As she told us, “physical activity is cheaper than therapy, and is much cheaper than either taking kids out of schools and sending them to physios, or bringing them [physios] in”.¹⁸⁴

93. In response to this suggestion, the Minister said that he would expect to see some description of access to physical activity in some disabled children’s Education, Health and Care Plans (EHCPs) “where it is an assessed need that it is necessary for them to reach their education outcomes”.¹⁸⁵ He did not think it would be appropriate for every plan to have a reference to physical activity.¹⁸⁶ We suggested to the Minister that the new SEN Code of Practice could contain something about physical activity for children with disabilities.¹⁸⁷ He later confirmed that he had asked officials to look at how information on access to school sport and activities outside of the classroom for children and young people with a disability might be included in the section on the Local Offer in the new SEN Code of Practice.¹⁸⁸

182 Q171

183 Q171

184 Q171

185 Q273

186 Q272

187 Q275

188 Ev 90-91

94. We were attracted by Baroness Grey-Thompson's suggestion that EHCPs include a section, where appropriate, on physical activity. We were pleased to note that the DfE is looking at how the new SEN Code of Practice could incorporate information on access to school sport and physical activity. We welcome the Minister's openness to our suggestion and await the outcome of the Department for Education's consideration of it.

6 London 2012 legacy

A missed opportunity?

95. The London Games were the first Olympics and Paralympics where the notion of a legacy was built into the initial bid. We heard mixed evidence on the state of the legacy: one witness told us that they thought the “opportunity to ‘inspire a generation’ and build on the success of last year’s London Olympics has been missed”¹⁸⁹ and another described it as being “on life support”.¹⁹⁰ We heard from Gateshead Council that the “momentum was already diminishing significantly”¹⁹¹ and that action was needed quickly to build on the Games. In contrast, Mike Diaper told us “I don’t think it is too late, because I don’t think legacy comes the month or week after the Olympics. It is about what is happening this coming summer, and in the summers of 2014 and 2015”.¹⁹²

96. The DfE stated that young people have been inspired by the London 2012 Games, citing the “large increases in enquiries received by sports associations and clubs” as evidence of this fact.¹⁹³ We heard evidence that, while there was a peak in interest and enquiries to clubs following the Olympics, it had not always been translated into increased participation.¹⁹⁴ Andy Reed told us that, while there was an upsurge in interest and hits on websites following the Paralympics, this interest “was not transitioning through and being seen, in terms of people turning up at the clubs”.¹⁹⁵ Sue Wilkinson told us that some clubs had seen large increases in participation, but it was not a “positive trajectory across the country”.¹⁹⁶

97. This was not the experience of all witnesses, however. Daniel Keating, the Olympic gymnast, said that his gymnastics club had seen a significant increase in interest and members and that “there has definitely been a huge legacy left”.¹⁹⁷ Our survey of young people and children revealed that more than half had been inspired by the Games to do more sport¹⁹⁸ and Shaun Dowling also told us that in the ULT chain of schools, an increase in uptake of sporting opportunities was already being seen “on the back of the Olympics”.¹⁹⁹

189 Ev w46, para 2

190 Q161

191 Ev w33, para 2

192 Q47

193 Ev 84, para 4.6

194 Q49

195 Q45 [Andy Reed]

196 Q44

197 Q123 [Daniel Keating]

198 Annex 2

199 Q60

98. We found equally mixed evidence on the nature of the Olympic and Paralympic legacy. The legacy was variously described as: the impact on the development of social and emotional intelligence of disaffected learners;²⁰⁰ teaching children to strive to be their best;²⁰¹ access to better facilities;²⁰² and, improving the life of disabled children.²⁰³ Dame Tessa Jowell told the Committee that the Government’s view of the legacy at the time of the bid was for “sport to become part of the life of every child from primary school through to secondary school—sport for its own sake, but recognising the other instrumental values that sport can bring”.²⁰⁴

99. The DfE told us that its legacy plan was to improve “opportunities for all children and young people to lead healthy active lifestyles and take part in competitive school sport”.²⁰⁵ It said that ensuring children have the opportunity to participate in sport from the very start of education is the “final piece of the jigsaw” of the 2012 legacy.²⁰⁶ In his evidence to us, the Minister said that his view of the legacy was for the next generation “rather than seeing sport as an adjunct of their lives or something they just watch on telly, get out there and get the opportunity, in both their schools and their communities, to broaden their horizons and embed it in their own lives”.²⁰⁷

100. It is telling that witnesses could not agree what the Government’s London 2012 legacy for schools would be. We believe that the opportunity to realise a London 2012 legacy for school sports has not yet been lost, although further action is needed to ensure that the legacy in schools benefits all children and lasts beyond the two years of the primary sports premium.

Delivering the legacy

School Games

101. The School Games was designed to “build on the events of 2012 to enable every school and child to participate in competitive sport, including opportunities for disabled youngsters”.²⁰⁸ The programme is made up of four levels, from intra-school sport to district, county and national levels of competition.

102. The evidence we heard on the School Games as a legacy activity was mixed. The fact that the School Games only appealed to those children who were talented and interested in

200 Q132

201 Q132

202 Q166

203 Q170

204 Q170

205 Ev 84, para 5.1

206 Ev 84, para 5.2

207 Q217

208 Ev 54

competition was mentioned by many as a weakness in the programme.²⁰⁹ As Baroness Campbell told us: “we must keep the balance that competitive sport is one area of legacy—it cannot be the only one, or you would exclude nearly 70% of the young people we are talking about”.²¹⁰ The SRA called for recognition that “in practice, not all pupils are willing or able to participate in the School Games”.²¹¹ Other concerns we heard included that the School Games offered competitions in sport that schools could not facilitate²¹² and, as mentioned previously, the absence of funding beyond level 1 for pupils in referral units and special schools.²¹³

103. Many other witnesses were enthusiastic about the programme, agreeing that they should be “applauded”.²¹⁴ The Games were said to bring benefits beyond competitive sport, including: leadership, coaching and volunteering opportunities for young people; links to the wider curriculum; and a focal point for school and community sport.²¹⁵ Mike Diaper, among others, thought that they had been particularly strong in delivering meaningful competition for young people with disabilities.²¹⁶

104. Witnesses pointed out that the central funding for the School Games was only provided until 2015.²¹⁷ Mike Diaper told the Committee that the future beyond that was dependent on the spending review.²¹⁸ Derek Peuple, Chairman of the Berkshire School Games, told us that the programme needed the stability of guaranteed longer-term funding.²¹⁹ He said that despite the fact that Berkshire had won recognition for hosting the “outstanding” Games in the South, the infrastructure was under threat as staff were leaving due to the insecurity of their jobs.²²⁰ Dame Tessa Jowell warned that the School Games programme would need a lot of investment and effort for it to maintain its prestige beyond 2012,²²¹ and Baroness Campbell called for “long-term, sustainable support” for the programme.²²²

105. The Minister told us that the aim of the School Games is to bring about greater levels of participation and competitive sport.²²³ He described the programme as a “real success”²²⁴

209 Ev w2, Ev w32, Ev 57, Ev 67

210 Q196 [Baroness Campbell]

211 Ev 60, para 12

212 Q93

213 Q136

214 Qq 93-4

215 Q93 [Shaun Dowling] and Q95 [Derek Peuple]

216 Q43 and see also Q94

217 Ev 84, para 3.8

218 Q52 [Mike Diaper]

219 Ev 63, para 3.14

220 Ev 63, para 3.15

221 Q190 [Dame Tessa Jowell]

222 Q189 [Baroness Campbell]

223 Q219

224 Q243

and told us that over 13,000 schools were “fully engaged in the programme”. He hoped that the primary sports premium would encourage more schools to be involved.²²⁵

106. We welcome the School Games as a 2012 legacy activity for sporty young people. Longer-term funding is needed, beyond 2015, to establish the Games and ensure that it does not become another short-term fix.

107. We agree with witnesses that the School Games does not provide opportunities for everyone. We recommend the 2012 school sport legacy includes programmes and opportunities for all, not just for committed young sportsmen and women.

Facilities

108. We heard that the lack of facilities in many schools limited the opportunities for young people to get involved in more school sports. The NAHT identified a need to improve the number and quality of on-site facilities as one of the three key issues that needed addressing to build a foundation for a Games legacy.²²⁶

109. Swimming pools were an overt example of the lack of access to facilities that many schools face. Witnesses referred us to a recently published survey by the ASA which reported that around half of children aged 7–11 years could not swim 25m.²²⁷ Paul Harris, who is head teacher of a school in East London, told us that the lack of access to a pool was the major problem for his school: there was only one public swimming pool in the whole authority.²²⁸ Another East London school, Plaset School, commented that it was important that local people got the use of the facilities at the Olympic Park, such as the aquatics centre.²²⁹ More broadly, Denise Gladwell, head teacher of a school in Cornwall, spoke about the difficulties of rural schools in getting access to facilities. She saw the building of networks between schools as being the solution.²³⁰ This was echoed by Baroness Grey-Thompson²³¹ and the CSPN who told us that when resources are scarce, it is essential that national and local organisations work in partnership to create the best possible outcomes for children.²³²

110. We also heard about the number of medallists from 2012 who had attended private school. Trystan Williams put this success down in part to having “top-quality, state-of-the-art facilities”.²³³ We were told that independent schools are already sharing their facilities with schools in the state sector. Derek Peale discussed the involvement of independent schools in the School Games in Berkshire, and Shaun Dowling told us of the cooperation

225 Q245

226 Ev w45

227 <http://www.bbc.co.uk/news/education-22615032>

228 Q148 [Paul Harris]

229 Ev w70, para 47

230 Q148 [Denise Gladwell]

231 Q178

232 Ev 71

233 Q148

between independent schools and academies in the ULT chain with regard to sporting opportunities.²³⁴

111. The Minister told us that over one thousand facilities had already been upgraded under the youth sport strategy, but conceded that it remained “an area that needs to improve”.²³⁵ He acknowledged in particular that there were not enough facilities for all schools to allow all children to swim,²³⁶ and suggested that the primary sport premium could be used by rural schools to transport children to facilities.²³⁷ He also suggested that independent schools should be asked to share their facilities and support local schools to a greater extent and local authorities should be ensuring that there are pools available for the community. But he was of the view that the failure of some schools to ensure their pupils could swim 25m was down to the leadership as much as facilities.²³⁸

112. We are concerned at the inadequate access to facilities for many schools—both rural and inner-city. This is particularly problematic when the national curriculum states that all pupils must be able to swim at least 25m by the time they finish primary school, yet many do not have a pool to learn in. While we welcome the sharing of facilities by schools, including independent schools, this is not a realistic solution as the number of school children far exceeds the space in the pools. There appears to be a lack of joined-up thinking by the Government over access to swimming pools; many are closing as part of local authority savings plans but the requirement to learn to swim remains in the national curriculum. It would be useful for Government to undertake mapping of the provision of swimming pools so the extent of the problem can be judged.

113. We recommend that the Government encourages partnership between local schools to promote the sharing of facilities. This includes encouraging the private sector to make available its facilities to local state schools.

114. While we welcome the inclusion of swimming in the national curriculum, we are concerned that many schools do not have access to a pool. We recommend that the Government undertakes mapping of the provision of swimming pools to assess the scale of the problem, and develops a plan to ensure all schools can fulfil their requirements under the national curriculum.

Elite athletes

115. We were interested to hear how school sport could contribute to identifying and nurturing future Olympic and Paralympic athletes. Both Jonathan Edwards and Rachel

234 Q 69 and Q89

235 Q223

236 Q224

237 Q223

238 Q225

Smith told us that school sport was instrumental in their becoming Olympic competitors.²³⁹

116. One of the most important aspects of this was having the opportunity to experience a range of sports, and discovering an aptitude in a new sport. Lynne Hutchison said that if she had not been at school on the taster day for rhythmic gymnastics, she may never have discovered her talent for the sport.²⁴⁰ Jonathan Edwards said that for him “the big issue would be finding out whether you’re good at anything and having a broader provision...I don’t know how many young people miss out on finding out what they’re good at and what they enjoy because they just don’t get the opportunity.”²⁴¹ A number of the schools who submitted evidence to us reported that their pupils had identified an increase in the variety of sports on offer as one of the legacies they would like to see.²⁴²

117. The importance of school/club links was also raised as a key to developing gifted and talented young people. Rachel Smith told us about her pathway to success: her school coach referred her to a local gymnastics club, as the extent of the training in primary school was not enough to progress talent.²⁴³ Jonathan Edwards told us that schools should not be expected to take gymnasts to Olympic level, but that there should be a link where they can find expertise.²⁴⁴ Alan Watkinson, who had experience of developing elite sportsmen in school, told us that talent development in sport is most effective when schools and sports groups work together. He said that “the Government cannot purport to support the development of our most able sportspeople in state education without further promoting and developing this work”.²⁴⁵ The YST recommended to us that the Government should set out “a clear ‘gifted and talented’ strategy that provides a pathway for talented young people into elite competition structures”.²⁴⁶

118. The Government has an ambition to establish a multi-sport satellite club in every secondary school, in partnership with national governing bodies of sport. Sport England said that these would provide a “valuable stepping stone” between school and clubs, and reported that around 500 have been created.²⁴⁷ But evidence suggested that at present in many schools, school/club links were weak—little more than a poster on a school noticeboard according to Mike Diaper.²⁴⁸ Andy Reed told us that it had always been a “weak link”.²⁴⁹ The Ofsted report, *Beyond 2012*, concluded that in one third of primary schools the most able pupils were not sufficiently challenged and that gifted and talented

239 Q 99 and Q114

240 Q115

241 Q107

242 Ev w62, Ev w66, Ev w68, Ev w 71

243 Q101

244 Q110

245 Ev w5, para 8

246 Ev 77, para 27

247 Ev 55

248 Q26 [Mike Diaper]

249 Q26 [Andy Reed]

pupils' needs were not always met in lessons in a minority of secondary schools visited.²⁵⁰ However, the report also said that the majority of schools enhanced the learning of gifted and talented pupils by “including them in a range of enrichment clubs and competitive sports fixtures”.²⁵¹

119. The Minister said that Government needed to “try to harness sporting excellence that has not been given the opportunity to flourish and give it the chance to do so”.²⁵² He thought that an improvement in leadership and PE specialisms in primary schools were the answer to the problem of the quality of teaching of gifted and talented young sportspeople.

120. School is the one place where everybody plays sport. It is ideally placed to identify talent at a young age and to nurture and develop that talent. Schools cannot be expected to do this on their own as most do not have the resources, facilities or expertise to do so. It follows that it is key for schools to have links with clubs and expertise based in other schools to provide specialist coaching, taster days for different sports and pathways for talented young sportspeople. Such links can also provide access to specialist facilities and equipment.

121. We were concerned by Ofsted's findings that gifted and talented pupils' needs were not always met. We believe that a requirement for schools to develop a plan for gifted and talented pupils in PE and sport would bring sharper focus to the need to provide talent pathways. **We recommend that all schools develop a plan for the development of their gifted and talented pupils. Integral to this will be the creation and maintenance of links with clubs and other local schools—including independent schools—to improve the availability and choice of sport for their pupils.**

250 Ofsted, *Beyond 2012*, p6

251 *Ibid.*, para 53

252 Q221

7 Accountability

122. Witnesses agreed that it was necessary to make schools accountable generally for their PE and sport provision, and primary schools specifically for the use of the primary sport premium.²⁵³ We were told that there was a risk that if a school is struggling in maths or English, the head teacher will be tempted to divert resources away from sport to improve in key accountability areas.²⁵⁴ Andy Reed commented that in schools “what is measured is important” and called on the Government to signal that school sports and PE was important.²⁵⁵

123. The NASUWT told us that the accountability regime and the introduction of EBacc have compromised “the capacity of schools to provide a relevant and engaging learning offer in physical education and school sports”.²⁵⁶ As Linda Cairns put it: “ultimately they [head teachers] are judged on their league table standings and their Ofsted performance; they are not judged on all the extra-curricular sport they deliver.”²⁵⁷ Jonathan Edwards suggested that the Government should be giving greater priority to sport and put head teachers “in the position where they haven’t really got any choice. If the maths was down the tube or the English was down the tube, they would have to do something about it”.²⁵⁸

Primary sport premium

124. Witnesses welcomed the role of Ofsted in monitoring the use of the primary sport premium,²⁵⁹ but there were some concerns about how effective this accountability would be in reality, with Ofsted only visiting a small number of schools during the two years of the funding.²⁶⁰ Furthermore, Sue Wilkinson raised the problem that Ofsted inspectors may not be properly equipped to look at PE and school sport,²⁶¹ although Dame Tessa Jowell disagreed, saying that Ofsted did have the “competence to make these judgements”.²⁶²

125. The Minister told us that “a close eye” was needed, if the primary sport premium is “truly going to embed and sustain PE and sport provision in primary schools and beyond”.²⁶³ He did not accept that the accountability of schools was limited by the fact that only a small number of schools would be visited by Ofsted. He told us:

253 For example, Q71, Q131, Q144, Q159

254 Q18

255 Q41

256 Ev w18. NASUWT told us about their survey of 2,500 secondary school teachers, which found that provision for PE had declined in 10% of schools, with six in ten saying that pupils’ ability to study non-EBacc subjects, including PE, was restricted.

257 Q74

258 Q130

259 Q35, Q42, Q71, Q173

260 Q76

261 Q35

262 Q184

263 Q251

Clearly the inspection itself is an important element of holding schools to account, but it is also about the knowledge that this is now part of the inspection regime and that this money is ring-fenced. Also, schools will have to put on their websites what their sports offer is so that parents can compare what their school is offering with what the school next door or across the border is offering. Parents can be a very powerful group, who can hold their school to account either through their role as school governors, where that is the case, or, more widely, through PTAs and elsewhere. There are a number of different measures for accountability that go beyond Ofsted and include the wider community.²⁶⁴

126. While Ofsted’s monitoring of the use of the primary sport premium is welcome, we are concerned by the limits of this as an accountability measure. We believe that the idea that Ofsted can hold primary schools effectively to account during the two-year period of the funding is flawed. We welcome the requirement that primary schools publish details of how they will use the sport premium, but we recommend that schools should go further and report on what has been achieved by their pupils as a result of the funding. This would lead head teachers to focus on the outcomes for pupils when considering how best to spend the premium funding.

Wider accountability

Quantity

127. Until 2010 schools were required to report on the number of pupils who participated in at least two hours per week of PE or sport in school. Baroness Campbell blamed the apparent fall in school sport on the dropping of this target.²⁶⁵ We were told by witnesses that it was impossible to establish whether or not the state of school sports was generally healthy when no recording was made of the level of activity.²⁶⁶ A number of witnesses felt that this information was vital to “ascertain the true effect of current policy on the delivery of PE and sport in schools”.²⁶⁷ Witnesses—such as Wayne Allsopp, the Lawn Tennis Association and ukactive—called for the return of the participation target and its reporting.²⁶⁸

128. In contrast, the ASCL told us that it did not favour the idea of a minimum number of hours of PE, arguing that “forcing such activity rather than enticing it is a sure way to young people stopping it the moment they leave school”.²⁶⁹ It also pointed out that a

264 Q259

265 Q192

266 Ev 76, Ev w22, Ev w31, Ev w32

267 See Ev 78 para 9(e), also Ev w31, Ev w32

268 Q159 [Wayne Allsopp], Ev w8, Ev w48, Ev w32

269 Ev w46, para 13

measurement of quantity did not take into account the quality of teaching and that young people may spend much of their two hours not actually engaged in physical activity.²⁷⁰

129. The DfE did not regard the two-hour target as a driver for increasing participation or quality. It has said that the target was never a rule and that it was an “unenforceable aspiration” that schools were free to ignore.²⁷¹ In a statement to the media it said “we are freeing teachers from such unnecessary targets and paperwork which take up too much time better used [...] at the running track”.²⁷²

130. The Minister told us that there were a number of surveys that collected information on participation—“Taking Part” survey by DCMS and the ‘Active People’ survey—as well as the DoH’s National Child Measurement Programme.²⁷³ He also cited the number of school involved in the School Games—17,000²⁷⁴ schools registered and over 13,000 fully engaged in the programme—as evidence of participation.²⁷⁵ But he told us that it was “not just about participation [...] it is also about whether the participation itself is meaningful” and whether it is delivering benefits for the individual child.²⁷⁶

131. As we have noted previously, in schools if something is not measured it is not always done. While participation targets are limited in that they reveal nothing about the quality of provision, we are concerned that without some measure of activity levels, schools are not fully accountable for all their pupils. While the number of schools involved in the School Games is recorded, this does not provide an indication of the activity of a large number of young people who do not enter competitive sports. In particular the level of involvement of certain key groups—such as girls, obese children and those with special needs—is not revealed by current accountability measures. We think that the measurement of levels of participation could apply equally to both primary and secondary schools, and could be useful for capturing a school’s achievements, for example the extent to which they have been able to overcome the teenage drop-off in participation.

132. We recognise that some data is collected on levels of participation such as the “Taking Part” survey. However, this information is not broken down to school level and so does not hold individual schools to account for their PE and sport provision. Neither does the National Child Measurement Programme reveal anything directly about the provision of sport and PE in an individual school.

133. We recommend that schools are required to report annually on their websites the proportion of children involved in at least two hours of core PE each week. Schools should also indicate whether or not they provide weekly opportunities for pupils to

270 Ev w46, para 14

271 BBC article 15/12/12 *School Sport at risk, says Labour* <http://www.bbc.co.uk/news/education-20729837>

272 BBC article 15/12/12 *School Sport at risk, says Labour* <http://www.bbc.co.uk/news/education-20729837>

273 Q261

274 The Youth Sport Trust told us that 16,668 schools had signed up to the programme. Ev 78, para 10(b)

275 Q245

276 Q261

participate in school sport, and the proportion of pupils who do so for at least two hours per week.

Quality

134. The quality of the teaching and provision of PE and sport in school was a theme that ran through all the evidence we received. Many witnesses felt that an emphasis should be on the measurement of the quality and not the quantity of PE and sport provision.²⁷⁷ Sue Wilkinson told us that the quality of teaching was more important than the number of hours spent in terms of “having an impact on children’s physical welfare and physical health and well-being”.²⁷⁸

135. We heard that the afPE had introduced a quality mark for good practice in the teaching of PE.²⁷⁹ The quality mark provides independent endorsement—by Ofsted-trained PE specialists— that a school offers high quality physical education.²⁸⁰ The YST also told us about the School Games kitemark, which was introduced to measure quality of provision in schools”.²⁸¹

136. In response to a question on the usefulness of kitemarks as a quality-control measure, the Minister said :

Generally speaking, I do not have a problem with kite marks as long as they mean what they say. Sometimes it is easy to pursue a kite mark, quality mark or whatever it may be, that, when you dig beneath it, does not demonstrate a huge level of commitment. As long as there is great rigour behind the kite mark or quality mark that is on offer and it has the “Ronseal” element to it, it can be of benefit to schools, particularly as they are, on their websites, going to have to tell a much wider audience what they are doing to deliver for children in their school.²⁸²

137. We agree with the Minister that schools need to be clear that any quality kitemark scheme they enter is sufficiently rigorous and meaningful. It should be possible to validate externally the quality of the teaching and provision of PE and school sport and it would be helpful to schools if the DfE signposted the quality marks offered by recognised, reputable organisations and encouraged schools to achieve the standard. **We note that there are kitemark schemes for the quality of PE and school sport provided by national bodies such as the afPE and the Youth Sport Trust, and recommend that schools are encouraged by the Department for Education to achieve these quality marks.**

277 Q76, Ev w46

278 Q19

279 Q20

280 afPE Quality Mark for Physical Education & Sport information sheet <http://www.afpe.org.uk/professional-leadership/afpe-quality-mark-for-pe-a-sport>

281 Ev 79, para 19

282 Q262

8 Conclusion

138. The provision of quality physical education and school sports is vitally important. School is the one place where all young people have access to sporting opportunities and where a lifelong sporting habit can be formed and built upon. A physically active life is central to the nation's—and an individual's—health and well-being and is a key factor in the battle against obesity.

139. We welcome the Government's decision to provide the additional, ring-fenced funding for sport and PE to primary schools. We believe that this could be the basis for a long-term Olympic and Paralympic legacy. But we are concerned that the funding has only been given for two years and that little apparent thought has been given to the legacy of the 2012 Games beyond that point.

140. School sport is simply too important to be picked up and dropped. Yet successive Government policies have done just that: policies have been characterised by an absence of permanence, planning and commitment. No other national curriculum subject is treated so lightly. If school sport is to grow from the grass-roots, it needs long-term funding and time to develop. We would like to see school sport no longer being kicked around as a political football, and successive governments commit to a long-term vision for school sport, accompanied by long-term funding.

Conclusions and recommendations

Purpose of school sport

Recognition of benefits by Government

1. Although the evidence of the impact of school sport specifically on an individual is still emerging, the evidence of the benefits deriving from physical activity and involvement in sport more generally for individuals and the nation is conclusive. Recognition of this should underpin Government policy for school sport and is the basis for all the recommendations in our Report. (Paragraph 24)

Competition in school sport

2. *The balance of evidence to our inquiry supports the view that competition in school sport deters some young people from participating in sport and physical activity. We therefore recommend that the Department for Education makes clear to all schools that they must offer both competitive and non-competitive sporting opportunities to their pupils.* (Paragraph 30)
3. In order to deliver a strong school sport offer, schools must ensure that all pupils are given a firm grounding in physical education in key stages 1 and 2 and the early years. We welcome the inclusion of PE in the draft national curriculum. (Paragraph 33)

Government policy

Long-term support

4. *School sport is too important to rely on occasional efforts at pump-priming; the Government must commit to a long-term vision for school sport accompanied by long-term funding. We recommend that the Government sets out a plan for the sustained support and development of its school sports policy, to include measures to ensure a cross-departmental vision and effective working across all relevant departments.* (Paragraph 43)

Delivery of school sport

School sports partnerships

5. *There is clear evidence that the ending of the school sport partnerships funding has had a negative impact, including on the opportunities for young people to access competitive sporting opportunities in school. School sport partnerships were expensive but delivered benefits for children. The Government needs to show that an alternative programme (at lower cost) can deliver significant increases in participation in school sport.* (Paragraph 51)

Building on SSP model

6. *We concur with Ofsted, and we too recommend that the Government devises a new strategy for school sport that builds on the many strengths of the SSP model. We recommend that the Government promotes co-operation and partnership between schools, clubs, county sports partnerships and others to assist the delivery of school sport. (Paragraph 55)*
7. *We were particularly attracted to the idea that any future model should include the role of a peripatetic PE specialist who works with a cluster of schools as a primary specialist, rather than secondary specialist. (Paragraph 56)*

Primary sport premium

8. *We agree with the Government that the priority in funding should be primary schools and that the ring-fencing of funds is necessary to ensure it is spent on sport. (Paragraph 61)*

Guidance for head teachers

9. *We welcome the fact the Department for Education has produced comprehensive guidance for head teachers on the effective use of the primary sport premium funding, but more work needs to be done to make it as practical and useable as possible. To assist head teachers further, we recommend that the Department for Education produce a simple step-by-step approach to auditing the needs of the pupils and the training needs of staff which could then be used to guide decisions about spending. (Paragraph 66)*

Time-frame of primary sport premium

10. *We are concerned that the timeframe of the primary sport premium is not sufficient to allow a long-term provision to be built. It risks replicating previous short-term fixes rather than creating a long-term solution. On its own, the primary sport premium is inadequate. If the Government is to secure a legacy from London 2012 and demonstrate its commitment to school sport, the primary sport premium must be embedded within a long-term strategy, with sustained funding. (Paragraph 70)*

Primary teachers

Teacher training and development

11. *The number of hours spent on physical education by trainee primary teachers is inadequate. Initial teacher training of primary school teachers must include a more substantial course on physical education, including for children with special needs. We recommend that Ofsted takes this into account when inspecting and assessing initial teacher training provision. (Paragraph 77)*

12. We conclude that the best long-term use of the primary sport premium may well be through investment in high-quality training of staff. (Paragraph 78)

Primary sport specialists

13. We welcome the Government's plans to begin training a cadre of 120 primary PE specialists from this summer. The Government needs to set out how this initiative will build into an improvement of sport provision in all 17,000 primary schools in England. (Paragraph 82)

Special needs and disability sport

Competitive sporting opportunities

14. *We recognise the role that school sport can play in engaging children with special needs in school and education. We recommend that further, specific training for teachers in the provision of PE and sport for children with special needs—be they for physical disabilities or special educational needs—should be provided in both initial teacher training and continuous professional development.* (Paragraph 91)

Education, health and care plans

15. We were attracted by Baroness Grey-Thompson's suggestion that EHCPs include a section, where appropriate, on physical activity. We were pleased to note that the DfE is looking at how the new SEN Code of Practice could incorporate information on access to school sport and physical activity. We welcome the Minister's openness to our suggestion and await the outcome of the Department for Education's consideration of it. (Paragraph 94)

London 2012 legacy

A missed opportunity?

16. It is telling that witnesses could not agree what the Government's London 2012 legacy for schools would be. We believe that the opportunity to realise a London 2012 legacy for school sports has not yet been lost, although further action is needed to ensure that the legacy in schools benefits all children and lasts beyond the two years of the primary sports premium. (Paragraph 100)

Delivering the legacy

School Games

17. *We welcome the School Games as a 2012 legacy activity for sporty young people. Longer-term funding is needed, beyond 2015, to establish the Games and ensure that it does not become another short-term fix.* (Paragraph 106)
18. *We agree with witnesses that the School Games does not provide opportunities for everyone. We recommend the 2012 school sports legacy includes programmes and opportunities for all, not just for committed young sportsmen and women.* (Paragraph 107)

Facilities

19. *We recommend that the Government encourages partnership between local schools to promote the sharing of facilities. This includes encouraging the private sector to make available its facilities to local state schools. (Paragraph 113)*
20. *While we welcome the inclusion of swimming in the national curriculum, we are concerned that many schools do not have access to a pool. We recommend that the Government undertakes mapping of the provision of swimming pools to assess the scale of the problem, and develops a plan to ensure all schools can fulfil their requirements under the national curriculum. (Paragraph 114)*

Elite athletes

21. *We recommend that all schools develop a plan for the development of their gifted and talented pupils. Integral to this will be the creation and maintenance of links with clubs and other local schools—including independent schools—to improve the availability and choice of sport for their pupils. (Paragraph 121)*

Accountability

Primary sport premium

22. *While Ofsted's monitoring of the use of the primary sport premium is welcome, we are concerned by the limits of this as an accountability measure. We believe that the idea that Ofsted can hold primary schools effectively to account during the two-year period of the funding is flawed. We welcome the requirement that primary schools publish details of how they will use the sport premium, but we recommend that schools should go further and report on what has been achieved by their pupils as a result of the funding. This would lead head teachers to focus on the outcomes for pupils when considering how best to spend the premium funding. (Paragraph 126)*

Wider accountability

Quantity

23. *We recommend that schools are required to report annually on their websites the proportion of children involved in at least two hours of core PE each week. Schools should also indicate whether or not they provide weekly opportunities for pupils to participate in school sport, and the proportion of pupils who do so for at least two hours per week. (Paragraph 133)*

Quality

24. *We note that there are kitemark schemes for the quality of PE and school sport provided by national bodies such as the afPE and the Youth Sport Trust, and recommend that schools are encouraged by the Department for Education to achieve these quality marks. (Paragraph 137)*

Annex 1: Committee visit to schools in East London, 25 April 2013

BARKING ABBEY SCHOOL

Meeting with young sports leaders

The sports leaders explained their role in helping younger students at the School Games and other competitions. Recent events had included an aquatic festival for primary school children, led by the school leaders. The leaders enjoyed seeing the young children learn to interact and have fun.

The sports leaders thought all schools should have a similar programme. It helped them make friends, build their confidence and enhance communication skills, including talking to adults. It gave the young children someone they could relate to, and it was really rewarding to help younger children.

The sports leaders joined the programme in year 10 when their teacher suggested it during a core PE class. The course broadened their opportunities and led to qualifications in teaching children at either level 2 or 3. They recommended that the Government encourage more festivals to get children into sport, especially in the summer holidays.

The Olympics had made a lot of difference. One of the leaders had participated in a test event which was a great experience. Those who had taken up new sports were still carrying on: “the legacy is carrying on”. They felt pride in their country because it had held such a great Olympics. These children could be the new stars for the future. Other children across the borough had been as excited as they were at Barking Abbey: “the buzz is still there”. To keep the buzz going, they recommended keeping the facilities and letting children feel that they were part of it.

The school games manager said that they couldn’t continue to hold school competitions without the sports leaders. It was the leaders who would keep the legacy going.

Meeting with Year 7 and 8 pupils

The pupils thought that the best thing about sport in their school was the variety of sport available. The sporty pupils were role models to others in the school and were admired by younger pupils. The school policy of providing a red tie for pupils who take part in four or more sports a year, and a gold tie for those who have competed nationally or internationally means that these students stand out. All the pupils wanted to achieve this recognition (one had already got a red tie, which was unusual for the lower school). The “sports leaders” were also role models within the school.

There was agreement that they were inspired by the Olympics. One of them had started to increase his swimming training and now swims every day. His aim is to be an Olympic swimmer. Others had taken a greater interest in athletics. The Olympics had helped them to discover new sports and to consider trying different activities. This way “you might find your own hidden talent”. It was agreed that the Paralympics had been particularly inspiring, seeing disabled athletes “pushing themselves to their limits”.

The pupils felt that competitive sport “pushes you further” and that the team working was “helpful” and that “the team works to push you” to achieve. One said that when you are used to “pushing beyond your limits in sport you can apply this to your academic studies too”. The inter-school and intra-school competitions were very successful in motivating pupils.

They viewed sport as a route into Higher Education. They spoke about opportunities to get sport scholarships—in the USA for example—and they were already considering and discussing these possibilities with their parents. The pupils thought that the purpose of sport at their school was to encourage people to be active and fit; this was seen as the most important aspect of sport.

Although all the pupils were sporty, they said that having better facilities, such as a better sports hall, and better/newer equipment would encourage them to do more sport.

Meeting with School Games Co-ordinators

The two School Games Co-ordinators (SGCo) work across all 50 schools in the Borough, including infant, primary and specialist sports colleges. Their aim is to get opportunities for all to partake in sport. The Borough-wide approach to sports helped provide a “coherence”.

Each secondary school had a school sports co-ordinator (SSCo) for 1 or 1.5 days a week, reduced from 2 days as a result of the cuts. Some SSCO’s had left and not been replaced. Many Primary schools have no SSCO and do not have a PE subject leader (in the way they would have a literacy or maths lead). The SGCo were concerned at how well sport will be run in individual schools as a result of this loss, and thought that schools will simply drop out of participating. It was suggested that something needed to be put in place to replace the school sports partnerships role.

In Barking, the School Games is going strong. All schools in the borough are taking part in at least one event. The SGCo were concerned about children who did not make the team. The Department of Health funded Change 4 Life clubs which helped, but not all schools had them (only 15 in total in Barking).

They welcomed the primary sports premium funds, and the fact that they would be ring-fenced. It was too early to judge the effectiveness of the policy, but it was thought likely to be “a lottery” of provision based on the attitude of each head teacher to sport. If

there was a head teacher who was interested in sport, then it was likely to be a success, but they feared that the majority of head teachers were not sufficiently engaged with sport to know how to use the money most effectively. They were concerned that primary head teachers were taken by a rush of commercial providers once the funding was announced. This was seen as a danger, with unknowing head teachers taking on commercial providers who were of questionable quality and limited to coaching rather than teaching PE. The Primary school premium was seen as a good thing if it was appropriately managed, but there was concern about schools acting on their own, so a recommendation around partnership working was thought appropriate.

The SGCo noted that there had been a slide in provision since the sport participation survey had disappeared.

Links between schools and clubs were vital. In Barking this was a struggle because there were so few clubs locally apart from football and netball. The issue was infrastructure, with a real need for qualified coaches. There was a lack of capacity to get children involved in clubs at the “second tier”. A recommendation for government to get people active and involved would be to build capacity in facilities and staff to bring children into extra-curricular clubs.

Short tour

The Committee was given a short tour of the facilities. The school had been due to expand but when the Building Schools for the Future funding was halted it was unable to do so. The Committee was told that it was unfortunate that the facilities were not able to be updated and were not of a similar standard as those in the upper school. As the school was on two sites, with many of the facilities on the upper school site, it was a mile for the younger children to walk to get to the facilities. This was a matter of concern for many parents and put some of the pupils off taking up after-school sports.

Upper school

The staff identified a number of different ways in which sport in school was valuable in teaching young people: to work within rules; to compete; dedication; commitment; and an involvement in positive out-of-school activities. They also cited the positive effects sport can have on encouraging young people to remain in education—so that they can continue to do the sport they enjoy. The staff noted the correlation between sporting achievement and academic progress.

The biggest impact of government policy change had been from the loss of specialist sport college funding. The number of staff had had to be cut as a result and classes were now larger which had led to a decrease in quality of provision. It had also affected the community links, as there were not enough staff to allow the links to be built and maintained properly.

If PE was not protected by the Government and came under the aegis of individual heads, then it was often on the backburner. It did not fit in the accountability system and heads had to have a strong vision to resist the pressure to concentrate on the accountability measures.

Sports Academies students

The Committee then met a number of students from the elite sports academies. The students felt that the Olympics had been inspiring for young people. They thought the school had seen an increase in the numbers of children wanting to join the school in general and the sports academies in particular. They said that young people want the success that they saw in the Olympics, citing Mo Farah's gold medal as a particular point of inspiration.

The young people told the Committee that they felt that sport gave them qualities that they could apply to their academic studies, with commitment and organisation being a reoccurring theme.

In order to motivate more young people to do sport, they felt that it should be fun and that facilities should be improved, with one student saying "great facilities make you want to do physical activity, it affects your mentality".

Years 9, 10 and 11

The Olympics had been very exciting because of the athletes coming to the local area: Jessica Ennis and others had talked to students at schools in an effort to make the legacy last. It was "really cool". The Olympics did inspire people to do more sport. Children watched the sports on television and then had greater opportunities to try them themselves. In some cases children who did not want to do sport before had taken up sports as a result of the Olympics, although enthusiasm for the Games was about wanting individuals and the country to do well as much as enthusiasm for sport.

Sport helped with performance in other subjects such as biology and also linked to subjects such as media and business studies. Sport had made them more aware of diet and the importance of fitness. They also learned about nutrition in science.

To get more children involved, the students recommended: cheaper tickets for sports events, including football; a wider variety of sport in school with new sports kept in the curriculum for longer than half a term; more clubs before and after school.

Several of the group wanted to follow careers in sports (footballer, PE teacher). One girl commented that she would not have carried on with sport if she had not come to the college but it had given her confidence and she would now wish to continue sport at university. Like the others, she had a preference for team sports which were more fun, over time spent in the gym.

HALLSVILLE PRIMARY SCHOOL

The Committee met the head teacher and deputy head teacher. It heard that the school had been working with the Youth Sport Trust to tackle attendance issues. The head believed that sport raised standards all round, citing: greater concentration; better behaviour; improved engagement; and better results.

There were lots of physical activities during the school day including at lunchtime. They were helped by a full-time sports coach, who was funded through the pupil premium. Teachers could also take the children out of class at any time for an extra fitness break – the staff had observed the immediate impact this had on concentration, learning and behaviour.

Hallsville takes part in intra-school and inter-school competitions. It has links with secondary schools through the school sports co-ordinator, as the role still exists in the borough. The SSCo Partnership costs schools £5 per child, which the school regarded as good value. The school held three competitions a year in the school and also participated in interschool competitions. Without the SSCo, the Committee was told that “this would not happen”.

The new sports premium would give schools more flexibility in what it funded and so, for example, the pupil premium money could be spent on other things such as reading recovery. The head recommended that every primary school should have a full-time sports coach.

Both the head teacher and her deputy felt that the paucity of PE training for new teachers was an area of concern. The one day a year given over to PE in ITT was described as “bonkers”. The school had invested a lot in teacher training for PE.

The social and emotional wellbeing of the children was top of the agenda. Schools needed to develop the whole child beyond reading and maths. Other schools were too scared of losing the focus on attainment levels to do sport to the same extent. The Headteacher suggested that the school’s SATs results and Ofsted report was good evidence of how well their approach was working. Each child has a minimum of three hours a week PE and/or sport not including the lunch time activities. Some children have as much as six hours a week.

Children from Hallsville had taken part in the Olympic Opening ceremony. The head teacher and deputy head thought that “the legacy is still here and is growing”.

CURWEN PRIMARY SCHOOL

The last meeting of the day was with the head of Curwen primary school. Curwen school also used pupil premium funds to pay for a sports coach, who was also responsible for running competitions between schools. The head teacher was of the view that all primary schools need a coach as well as someone to fill the sport development role.

The head teacher was concerned that the primary sport premium “won’t do what is needed”. He told the Committee that he had received a number of cold-calls from commercial providers following the Government’s announcement of the funding. He did not think that many of these would be of use. He also described the funds as “very small”.

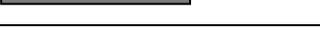
Teachers were not properly trained in PE. He himself had received only a few hours a year over a four year course. He described the ITT provision of PE as “insufficient”.

The Olympics had been magical for the children because it was on their doorstep but the school had “to fight tooth and nail” to get involved.

While at the school, the Committee met representatives of the Football Association, who were holding a coaching session for the pupils. The FA had conducted a survey of teachers which showed that teachers felt that around 40% more children were engaged in sport following an FA skills coaching session. The FA coaching gives teachers one-to-one training, modelled to their individual needs and situation. 97% of teachers had said that it was a more effective way of learning than a traditional training course. The FA provides this coaching at no cost to the school.

Annex 2: Teacher survey—school sports²⁸³

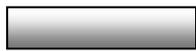
1. Please write below the name of your school and indicate what type of school it is			
		Response %	Response Count
Primary		32.1%	100
Secondary		51.9%	162
Special		2.6%	8
Academy		12.8%	40
Maintained School		0.6%	2

2. What proportion of your pupils spend at least 2 hours a week on their curriculum PE lessons?			
		Response %	Response Count
0%		8.0%	25
1-25%		7.4%	23
26-49%		4.5%	14
50%		3.8%	12
51-75%		9.9%	31
76-99%		23.4%	73
100%		42.9%	134

²⁸³ Online survey between 10 April and 24 May 2013. It received 312 responses.

3. What proportion of your pupils spend at least two hours a week on sport/physical activity in school (in addition to their curriculum PE lessons)?			
		Response %	Response Count
0%		4.8%	15
1-25%		29.5%	92
26-49%		26.6%	83
50%		10.9%	34
51-75%		9.9%	31
76-99%		7.7%	24
100%		10.6%	33

4. Has this level changed since 2010?			
		Response %	Response Count
Increased		17.3%	54
Decreased		20.8%	65
About the same		61.9%	193

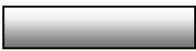
5. What proportion of your pupils take part in competitive sport as part of their curriculum PE lessons?			
		Response %	Response Count
0%		9.6%	30
1-25%		11.2%	35
26-49%		7.4%	23
50%		8.0%	25
51-75%		12.5%	39
76-99%		19.9%	62
100%		31.4%	98

6. What proportion of your pupils take part in competitive sport in school in addition to their curriculum PE lesson?			
		Response %	Response Count
0%		2.2%	7
1-25%		40.7%	127
26-49%		27.9%	87
50%		7.4%	23
51-75%		12.5%	39
76-99%		5.1%	16
100%		4.2%	13

7. Has this level changed since 2010?			
		Response %	Response Count
Increased		24.7%	77
Decreased		22.1%	69
About the same		53.2%	166

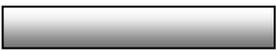
8. Does your school take part in inter-school sports competitions?			
		Response %	Response Count
Yes		94.9%	295
No		3.2%	10
Planning to do so		1.9%	6

9. Does your school run intra-school sports competitions?			
		Response %	Response Count
Yes		78.5%	245
No		15.7%	49
Planning to do so		5.8%	18

10. Does your school take part in inter-school non-competitive activities (e.g. dance, gymnastics performances)?			
		Response %	Response Count
Yes		67.6%	211
No		30.1%	94
Not sure		2.2%	7

11. Does your school take part in intra-school non-competitive activities (e.g. dance)?			
		Response %	Response Count
Yes		59.3%	185
No		35.9%	112
Not sure		4.8%	15

12. Is your school involved in a school sports partnership?			
		Response %	Response Count
Yes		60.6%	189
No		18.9%	59
Used to be		20.5%	64

13. How would you describe the links between your school and sports/physical activities in the community?			
		Response %	Response Count
Very Strong		11.9%	37
Strong		50.0%	156
Not sure		32.7%	102
Very weak		5.4%	17

14. In your opinion, what one change would have the most positive impact on your pupils' involvement in school sports/physical activities?			
		Response %	Response Count
More money		39.7%	124
More curriculum time		26.3%	82
More Competitive sports		5.1%	16
More support for staff		28.8%	90

15. Do you think London 2012 has had a positive impact on your pupils' take-up of competitive sport?			
		Response %	Response Count
Yes		37.2%	116
No		33.0%	103
Not sure		29.8%	93

Annex 3: Young people survey—school sports²⁸⁴

Did the Olympics make you want to do sports?

Answer	Number	Percentage
No	230	30%
Not sure	92	12%
Yes	444	57%
Blank	7	1%

How much sport do you do in school?

Answer	Number	Percentage
Enough	381	49%
Not enough	314	41%
Too much	72	9%
Blank	6	1%

What one thing would make you want to do more sport in school?

Answer	Number	Percentage ²⁸⁵
Better equipment and places to play	72	9%
Friends doing sport	88	11%
More coaching and skills training	53	7%
More competitions in school	69	9%
More Kinds of Sport	126	16%
More sport just for fun	180	23%
More sport competitions against other schools	110	14%
Other ²⁸⁶	75	10%

284 Online survey carried out between 24 April and 24 May 2013. It received 773 responses.

285 Due to the rounding-up of percentages to nearest whole number, this column does not total 100%

286 Just over half of young people who selected "other" said that they would like more variety in the types of sports available to them, both in P.E lessons and after school sports clubs, citing various sports such as boxing, archery, gymnastics (although "more kinds of sport" was one of the options available to them). Slightly fewer said that they would like sport that is "less competitive"

Formal Minutes

Wednesday 17 July 2013

Members present:

Mr Graham Stuart, in the Chair

Neil Carmichael	Ian Mearns
Alex Cunningham	Chris Skidmore
Charlotte Leslie	David Ward
Siobhain McDonagh	

Draft Report (*School sport following London 2012: No more political football*), proposed by the Chair, brought up and read.

Ordered, That the draft Report be read a second time, paragraph by paragraph.

Paragraphs 1 to 140 read and agreed to.

Annexes 1, 2 and 3 agreed to.

Summary agreed to.

Resolved, That the Report be the Third Report of the Committee to the House.

Ordered, That the Chair make the Report to the House.

Ordered, That embargoed copies of the Report be made available, in accordance with the provisions of Standing Order No. 134.

Written evidence was ordered to be reported to the House for printing with the Report (in addition to that ordered to be reported for publishing on 24 April 2013 in the last session of Parliament and on 19 June 2013.

[Adjourned till Wednesday 4 September at 9.15 am

Witnesses

Tuesday 14 May 2013

	<i>Page</i>
Mike Diaper OBE , Director of Community Sport, Sport England, Sue Wilkinson , Association for Physical Education, and Andy Reed , Sport and Recreation Alliance	Ev 1
Derek Peuple , Head Teacher, Park House School, Linda Cairns , School Sport Co-ordinator, George Abbot School, Shaun Dowling , Head of Sport, United Learning, and Richard Saunders , Chairman, County Sports Partnership Network	Ev 9
Jonathan Edwards CBE , TV presenter, world record holder and former Olympic gold medallist, Lynne Hutchinson , Team GB gymnast, Daniel Keatings , Team GB, gymnast, and Rachel Smith , Team GB gymnast	Ev 16

Tuesday 21 May 2013

Wayne Allsopp , Business Development Manager, New College Leicester, Denise Gladwell , Head, St Breok Primary School, Cornwall, Paul Harris , Head, Curwen School, Newham, London, and Trystan Williams , Head, Springfields Academy, Wiltshire	Ev 22
Baroness Campbell , Chair, Youth Sport Trust, Baroness Grey-Thompson and Dame Tessa Jowell	Ev 31

Tuesday 11 June 2013

Edward Timpson MP , Under-Secretary of State for Children and Families, DfE	Ev 22
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List of printed written evidence

1	Sport England	Ev 54
2	The Association for Physical Education (afPE)	Ev 55
3	Sport and Recreation Alliance	Ev 57
4	Derek Peuple, Headteacher, Park House School, Chair Berkshire School Games Local Organising Committee and Chair Youth Sport Trust Headteacher Strategy Group	Ev 61
5	Linda Cairns, School Sports Co-ordinator on behalf of George Abbot School, Guildford, Surrey	Ev 67
6	United Learning	Ev 71
7	County Sports Partnership Network	Ev 71
8	New College Leicester, Learning and Sports Village	Ev 73
9	Youth Sport Trust	Ev 76
10	Department for Education	Ev 81

List of additional written evidence

(published in Volume III on the Committee's website www.parliament.uk/educom)

1	Wellsway School	Ev w1
2	Greenfield Community College	Ev w1
3	St Michael's Church of England Primary School	Ev w2
4	The County Durham School Sport Steering Group	Ev w3
5	Alan Watkinson (Partnership Manager-Sport Impact)	Ev w4
6	The Lawn Tennis Association and the Tennis Foundation	Ev w8
7	Jackie Brock Doyle OBE, London Organising Committee of the Olympic and Paralympic Games	Ev w10
8	Patrick Smith	Ev w12
9	Marie Walker	Ev w15
10	The ASA (Amateur Swimming Association)	Ev w15
11	NASUWT	Ev w18
12	Woman's Sport and Fitness Foundation	Ev w21
13	London Youth	Ev w23
14	Youth Charter	Ev w26
15	Garth Hart	Ev w30
16	Gateshead Council's Education Gateshead Service	Ev w32
17	Wellcome Trust	Ev w35
18	Big Lottery Fund	Ev w35
19	Lorraine Everard – PE & Sport Strategy manager on behalf of Mid Sussex Active	Ev w37
20	Will Parry, Department of Quantitative Social Science, Institute of Education	Ev w39
21	The Premier League (PL)	Ev w41
22	National Association of Headteachers (NAHT)	Ev w45
23	Association of School and College Leaders (ASCL)	Ev w46
24	ukactive	Ev w47
25	Sports Leaders UK	Ev w48
26	Rugby Football Union	Ev w50
27	Local Government Association	Ev w53
28	Football Association	Ev w55
29	Premier Spot and Golden Mile	Ev w57
30	Thomas Hardy School, Dorchester	Ev w62
31	Sporting Nation	Ev w62
32	Supporter to Reporter (S2R) elective, Catmose Colleges	Ev w63
33	Colegrave Primary School, Stratford, London	Ev w64
34	Barking Abbey School	Ev w66
35	Woodlane High School, West London	Ev w68
36	Plashet School, east London	Ev w68
37	King Harold Academy	Ev w71
38	Department of Health	Ev w72
39	Ben Cox, Development Manager, London Youth Rowing	Ev w73

List of Reports from the Committee during the current Parliament

The reference number of the Government's response to each Report is printed in brackets after the HC printing number.

Session 2010-12

First Special Report	Young people not in education, employment or training: Government Response to the Children, Schools and Families Committee's Eighth Report of Session 2009-10	HC 416
Second Special Report	The Early Years Single Funding Formula: Government Response to the Seventh Report from the Children, Schools and Families Committee, Session 2009-10	HC 524
Third Special Report	Transforming Education Outside the Classroom: Responses from the Government and Ofsted to the Sixth Report of the Children, Schools and Families Committee, Session 2009-10	HC 525
Fourth Special Report	Sure Start Children's Centres: Government Response to the Fifth Report from the Children, Schools and Families Committee, Session 2009-10	HC 768
First Report	Behaviour and Discipline in Schools	HC 516-I and -II (HC 1316)
Second Report	The role and performance of Ofsted	HC 570-I and II (HC 1317)
Fifth Special Report	Looked-after Children: Further Government Response to the Third Report from the Children, Schools and Families Committee, Session 2008-09	HC 924
Third Report	Services for young people	HC 744-I and -II (HC 1501)
Fourth Report	Participation by 16-19 year olds in education and training	HC 850-I and -II (HC 1572)
Fifth Report	The English Baccalaureate	HC 851 (HC 1577)
Sixth Report	Services for young people: Government Response to the Committee's Third Report of Session 2010-12	HC 1501 (HC 1736)
Seventh Report	Appointment of HM Chief Inspector, Ofsted	HC 1607-I
Eighth Report	Chief Regulator of Qualifications and Examinations	HC 1764-I and -II
Ninth Report	Great teachers: attracting, training and retaining the best	HC 1515-I

Session 2012–13

First Report	The administration of examinations for 15–19 year olds in England	HC 141-I (HC 679)
Second Report	Appointment of Chair, Social Mobility and Child Poverty Commission	HC 461-I
Third Report	Governance and leadership of the Department for Education	HC 700 (HC 919)
Fourth Report	Children first: the child protection system in England	HC 137-I (HC 993)
Fifth Report	Support for Home Education	HC 559-I (HC 1013)
Sixth Report	Pre-legislative scrutiny: Special Educational Needs	HC 631-I
Seventh Report	Careers guidance for young people: The impact of the new duty on schools	HC 632-I (HC 1078)
Eighth Report	From GCSEs to EBCs: the Government's proposals for reform	HC 808-I (HC 1116)

Session 2013–14

First Report	2012 GCSE English results	HC 204
Second Report	The Role of School Governing Bodies	HC 365
Third Report	School sport following London 2012: No more political football	HC 364
