The physical education, school sport and club links strategy
The school sport partnerships programme
Support for gifted and talented pupils in physical education

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Executive summary

The report evaluates the impact of the national strategy for Physical Education, School Sport and Club Links (PESSCL) which is run by the Department for Education and Skills (DfES) and the Department for Culture, Media and Sport (DCMS). The overall objective of the strategy, a Public Service Agreement target held jointly by the two departments, is to increase the percentage of 5- to 16-year-old school children in England who spend a minimum of two hours each week on high quality physical education (PE) and school sport within and beyond the curriculum to 75% by 2006 and to 85% by 2008.

The strategy is based on eight programmes of work. This report focuses on two: School Sport Partnerships and Support for Gifted and Talented Young Athletes in Specialist Sports Colleges. The School Sport Partnerships programme (originally called the School Sport Coordinator programme) was launched in September 2000. This report continues Ofsted’s evaluation of it, mainly covering partnerships in phase 7 of the national roll out. The report also continues Ofsted’s evaluation of provision for gifted and talented pupils.

Between September 2004 and April 2005, Her Majesty’s Inspectors and Additional Inspectors visited 21 secondary and special schools and at least one of their associated primary schools. Four school clusters which had been part of previous surveys were revisited. Inspectors also evaluated provision in 25 specialist sports colleges for gifted and talented pupils. They observed 117 sessions in PE and after-school sport overall.

The report concludes that schools’ involvement in the PESSCL strategy has made a positive difference to PE and sport. It suggests that more detailed collection and analysis of data by schools are needed to quantify the gains in pupils’ achievements.

Most schools were giving more time and attention to PE and school sport and widening curricular and extra-curricular provision. Schools should consider the impact of these new opportunities on the overall design of the curriculum in order to improve progression and continuity in pupils’ learning.

The great majority of the schools visited were committed to providing two hours of PE and school sport each week. However, there were considerable variations. In most of the primary schools, Key Stage 1 pupils usually had less PE teaching than those at Key Stage 2. More time was allocated to PE in secondary schools. In primary schools, many teachers disrupted the PE curriculum when preparing for school events and national tests and, in secondary schools, access to indoor spaces was reduced considerably during examinations.

1 ‘Talented young athletes’ refers to young participants in all sports.
The quality of teaching and learning observed was generally good and showed a slightly more positive picture than in previous reports. However, the proportion of very good teaching remains disappointingly low. Limited use of assessment restricted the effectiveness of some teaching to meet the full range of pupils’ needs, particularly high achievers.

Leadership and management of the programmes were good in half the schools visited. Approaches to monitoring were getting better, but evaluation of the impact of the programmes on the quality of provision and pupils’ standards remains weak.

Increasing opportunities for young people to continue with their sport in the community has an important place in the school sport partnerships programme and the work of specialist schools. Partnerships are expected to collaborate with a network of providers in the community to create effective pathways into community clubs. Almost a half of the clusters visited and two in five of the specialist schools had established good links.

Mentoring programmes for talented performers are a key part of provision for gifted and talented pupils. The visits showed that the programme works very effectively where it is integrated into wider provision and forms part of a coherent and consistent policy for supporting gifted and talented pupils across the curriculum.

The report suggests areas for improvement, including strengthening evaluation of the programmes’ impact on the quality of provision, improving teaching and assessment, and helping schools to integrate new PE provision effectively with core provision.

**Key findings**

- Schools’ involvement in the PESSCL strategy has made a positive difference to the provision of PE and sport, particularly in primary schools. More rigorous collection and analysis of data by schools are needed to quantify these gains.
- Most schools are giving more time and attention to physical education and school sport and widening curricular and extra-curricular provision for many pupils. Few schools consider the impact of new opportunities on the overall design of the curriculum.
- The great majority of the schools visited were committed to providing two hours of PE and school sport each week. However, there were considerable variations. In most of the primary schools, Key Stage 1 pupils usually had less PE teaching than those at Key Stage 2. More time was allocated to PE in secondary schools. In both primary and secondary
schools, school events, national testing and examinations occasionally reduced considerably the time available for physical education.

- Leadership and management of the programmes were good in half the schools visited. Approaches to monitoring were getting better, but evaluation of the impact of the programmes on the quality of provision and pupils’ standards remains weak.

- The quality of teaching observed in both surveys was generally good and presented a slightly more positive picture than reported previously, although the proportion of very good teaching remains disappointingly low. Weaknesses in teachers’ subject knowledge, however, continued to cause problems in matching content to pupils’ needs and establishing clear learning objectives. Many clusters of schools identified the need to improve teachers’ confidence in teaching the full range of physical education.

- Assessment was often weak. Teachers made too little use of it to plan suitably challenging tasks to match pupils’ different needs, particularly high achievers. Feedback to pupils in lessons was not specific enough and therefore did not help them to improve. Moderation of assessments was rare.

- Many of the schools visited were using the PESSCL guidance on high quality outcomes for pupils, but were unsure how the outcomes were linked to the National Curriculum. There was a lack of understanding about what pupils were expected to know, understand and be able to do at different stages. Differing interpretations led to widely varying expectations.

- Schools gave too little attention to evaluating the design of the physical education curriculum. It was often organised into units of work which were too short to support progression and continuity in pupils’ learning.

- The PESSCL strategy benefits many schools, but the programmes have yet to reach all schools, particularly those where provision for PE and school sport are, at best, satisfactory.

- In the **School Sport Partnerships** programme, improved development planning, enthusiastic leadership by key staff and the benefits of school partnerships contributed to raising the profile of PE and school sport and a climate for improvement.

- Programme planning and management were at least satisfactory in the very large majority of partnerships and very good in about one in ten. However, many partnerships had yet to integrate the programme into wider school improvement or subject development plans.

- More extra-curricular opportunities helped to increase pupils’ participation in PE and school sport. The best schools used data effectively to provide appropriately for specific groups, such as talented pupils or disaffected girls.
The quality of teaching and coaching in the extra-curricular sessions seen was better than that reported previously. It was good or better in over two-thirds of sessions. Extensive use of external coaches and specialist teachers in some partnerships extended and enriched provision, but in some cases the coaches took too little account of pupils’ needs or the school’s curriculum.

Competitive opportunities for primary pupils helped to raise standards. Competition motivated them to try harder and seek to improve their skills.

Links between partner schools were good in over half of the primary schools visited and almost half of clusters had established good or very good links with their community clubs. This is a more positive picture than reported previously.

All the specialist sports colleges visited used the junior athlete education mentoring programme to support gifted and talented pupils in physical education. It worked most effectively where it was integrated into whole-school and subject provision. However, few schools evaluated it systematically.

Leadership and management of provision for talented pupils were satisfactory in four fifths of the schools visited and good or very good in just over a half. This overall picture has changed little since the previous report.

Representative sporting honours continued to be the main criterion for identifying talented pupils. Schools were aware of the need to identify pupils who had potential but who had not yet achieved representative status, but only a minority had established criteria to do so.

All the specialist schools in the sample had established satisfactory or better links with other community providers. Three fifths had good links, with one in five being very good. This is a slightly better picture than in the previous report.

**Recommendations**

To increase its effectiveness, those with national responsibility for the PESSCL strategy should:

- continue to strengthen approaches to evaluating the impact of the programmes on the quality of provision and pupils’ achievements
- support schools to integrate the PESSCL programmes more closely within core provision for physical education
- improve teachers’ subject knowledge

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• provide more detailed exemplification of what pupils should know, understand and be able to do and how teachers should assess this.

Those responsible for the PESSCL strategy at local and school levels should:

• ensure development plans for the programme are integrated effectively within whole-school and subject development plans
• measure the programme’s impact on the quality of physical education and school sport by ensuring rigorous data collection and analysis
• support teachers in improving the quality of teaching and assessment, including the use of feedback in lessons to challenge pupils
• use data more effectively, particularly to focus support on the pupils who need it most.

**Implementing the national strategy for physical education**

1. The national strategy for Physical Education, School Sport and Club Links (PESSCL) is led by the Departments for Education and Skills (DfES) and Culture, Media and Sport (DCMS). The overall objective, a Public Service Agreement target held jointly by the two departments, is to increase the percentage of 5- to 16-year-old school children in England who spend a minimum of two hours each week on high quality physical education (PE) and school sport within and beyond the curriculum to 75% by 2006 and to 85% by 2008.

2. The strategy comprises eight programmes. This report focuses on two:

• School Sport Partnerships
• Support for Gifted and Talented Young Athletes in Specialist Sports Colleges.

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3 *Learning through PE and sport, DfES/DCMS, 2003*
The School Sport Partnerships Programme

Standards and achievement

3. In the majority of the primary schools visited, the impact of the School Sport Partnerships (SPP) programme in raising standards in physical education was satisfactory and in one in four it was good.

4. In the sessions seen, three quarters of pupils attained standards at least in line with national expectations for their age. Almost half of pupils attained good standards.

Years 3 and 4: gymnastics

The majority of pupils could perform different point and patch balances using their seat, tummy, hands, feet and shoulders. Some responses from pupils were imaginative as they looked for new and different positions. Most pupils were able to compose a sequence with two- and three-point balances with controlled start and finish positions.

Year 11: games - football

All the girls in this single-sex lesson were engaged in the pulse-raising activity and demonstrated good stretching exercises. They were able to name the muscle groups in the legs being stretched and explain how they would be used when playing the game. The majority of pupils demonstrated bringing the ball under control using the 'cushioning' action on the thigh before passing the ball. The most able could show control on both the thigh and chest and made accurate passes quickly without the ball moving any great distance away from the body. During the game, the majority showed an awareness of their different playing positions and make good use of space to support the player with the ball.

5. The wide range of competitive opportunities available for pupils in the primary schools motivated them to try harder and improve their skills. In competitive contexts, pupils showed their knowledge of the rules of different games, as well as appropriate manners and etiquette in PE.

6. In the secondary schools visited, the greatest impact on standards continued to be the increasing numbers of pupils gaining leadership awards. The pupils used their newly acquired skills of leading and organising, gained through the leadership awards, to run festivals of sport in primary schools and help with out-of-hours clubs.

4 The term ‘session’ is used to describe teaching and coaching in curriculum and extra-curricular PE and school and sport sessions linked to the programme.
The Junior Sports Leader (JSL) and Community Sports Leader (CSL) programmes in a secondary school helped students to develop teamwork skills and extended their relationships with pupils in other schools.

Two groups of 30 Year 10 students worked towards the JSL award each year; the number grew because of high demand. The students understood how the award contributed to their own personal development and to developing links between their school and the partner primary schools. They were involved regularly in running primary school PE festivals and other events. They were able to explain the impact on their own skills and the skills of primary pupils.

7. Pupils’ achievement was satisfactory in the majority of lessons and good or very good in two thirds overall. Lack of opportunity to contribute their own ideas reduced pupils’ achievement. When given such opportunities, they knew how they could achieve more.

8. Many primary pupils understood the benefits of their new experiences and the progress they were making:

I now know the rules of High Five netball, football and rounders. My passing has improved a lot.

Miss______ is good because she knows all about the game and can help us to get better. I would not have been able to do these things if Miss_______ had not helped us at lunchtimes.

9. Where achievement was unsatisfactory, pupils lacked precise and accurate skills and were unable to apply these skills in different contexts:

Year 9: games - basketball

Pupils generally had weak individual skills, except in passing over short distances and showed little understanding of how to exploit space with a numerical advantage.

In the warm-up, boys were passing and receiving consistently, accurately and effectively over short distances. In the fast break practice on basket to lay-up, passing over longer distances and on the move lacked consistency in accuracy and length. Movement on to the ball was hesitant. Only two boys could do a lay-up.

As the lesson progressed, a small number of boys improved in passing accurately over the distance. In the conditioned games, 3 against 2 and 2 against 1, pupils had little understanding of how to exploit space with a numerical advantage. Progress was poor, even though pupils had experienced three long units of work and were a more able group.
Pupils’ attitudes and participation

10. Pupils’ attitudes in primary schools towards PE and school sport, and their behaviour in lessons, were overwhelmingly positive. In secondary schools the picture was more variable: pupils’ attitudes and behaviour were unsatisfactory in one in ten lessons, mostly at Key Stage 3, and usually caused by unsatisfactory teaching. Pupils’ lack of participation was more evident between Years 9 and 11 than in other year groups.

11. Schools were monitoring non-participation in lessons more closely than previously, although still only a minority did so. One school improved participation significantly by not allowing pupils to ‘sit out’. Teachers required all pupils to change into appropriate kit and join in at a level they felt they could manage. After data analysis and exploration of the reasons for disaffection, some schools had adapted the organisation and content of the curriculum to suit different needs, for example by providing single-sex lessons for Year 9 pupils, karate for small groups of boys and swimming classes for Asian girls.

Participation in extra-curricular clubs

12. In the schools visited, the programme had improved the range of out-of-hours activities available for pupils, thus helping to increase participation in extra-curricular clubs. Participation in new clubs and festivals by primary school pupils increased between 10% and 25%. In the best practice, schools used the data from the registers to determine which groups were benefiting and which groups needed to be targeted in planning for the future.

Teaching and learning

13. In the sessions observed overall, the quality of teaching and learning was good or better in two thirds of sessions and very good in almost one third, a better picture than that reported last year. It was unsatisfactory in one in ten sessions.

14. In the best sessions, teachers’ specialist knowledge helped them to set focused tasks for pupils. Short, clear instructions with well planned questions and demonstrations helped to maintain a brisk pace. Teachers gave pupils detailed individual feedback which developed their understanding and helped them to improve their performances.

15. In teaching which was satisfactory overall, there was scope for higher expectations, as well as more emphasis on learning and sustained physical activity. Few sessions involved the use of information technology. No
sessions seen used video recordings of pupils’ performances to help them evaluate and improve their own and others’ work.

16. Unsatisfactory teaching lacked clear learning objectives. The lesson content was not matched well to pupils’ abilities; consequently, some struggled with the tasks while others were bored and misbehaved. Feedback lacked focus and did not help pupils to improve.

17. Many clusters of schools had identified the need to improve teachers’ confidence in teaching the full range of physical education.

Teaching and learning in primary schools

18. In primary schools, the quality of teaching and learning was good or better in three fifths of sessions. It was very good in one quarter, a slightly poorer picture than that in the previous report. Too many lessons were no better than satisfactory.

19. Many primary teachers were keen to improve their subject knowledge, which showed significant gaps: weaknesses in initial teacher training programmes and a subsequent lack of opportunities for continuing professional development contributed to this. Coordinators and specialist teachers, working with primary teachers and pupils, continued to have a positive influence on teaching and learning.

20. Weaknesses in teaching during curriculum sessions, such as low levels of activity, weak subject knowledge, a lack of continuity between lessons and a focus on tasks rather than learning, have been reported previously. The following session sums up many of the problems deriving from teachers’ lack of expertise in the subject.

Year 5: games - basketball

The class was rather slow to settle, with some messing about with balls before the session began. The pupils were not sufficiently active in the warm-up and this did not establish an appropriate ethos for learning for the subsequent work. The teacher did not explain what she expected the pupils to learn.

After a short period of dribbling the ball with both hands and passing it to a partner, the whole class collected four posts from the PE store cupboard. Instructions on safety were good, but it took a long time to position the posts, interrupting any flow to the work. The teacher explained briefly how to shoot towards the goal (set at 10 feet) and the class moved into four groups to practise. This led to a lot of queuing and inactivity while pupils waited their turn. They learnt very little because the teacher did not know enough to:
• explain to the pupils what they needed to do to improve
• pitch the work at an appropriate level
• manage the groups.

Very few pupils had good passing and retrieving skills, whilst shooting at the high target meant the pupils failed regularly, offset by only occasional enjoyment when they succeeded in scoring a basket.

The lesson planning derived from resource cards and a commercial scheme of work, but the activities were too demanding for almost all the pupils and there was no sustained practice to help them to improve.

21. In some partnerships, weaknesses such as these were tackled where specialist teachers and Advanced Skills Teachers worked alongside other teachers to plan and teach a unit of work together. The success of such support was clear in the quality of work seen in one dance session: pupils who had had extra teaching showed considerable expression and feeling and were able to plan a dance phase at levels well beyond that of their peers. As well as the pupils’ improved standards and self-esteem, the teacher understood more clearly how to teach dance and recognised her pupils’ potential to achieve at levels well beyond her previous expectations.

22. Primary schools used coaches and other adults more than previously and this helped to improve the quality of provision. In the best practice, schools ensured that the additional support was used effectively to support pupils’ learning. In some sessions, however, the content was not linked sufficiently to pupils’ needs or the school’s planned curriculum for PE.

Teaching and learning in secondary schools

23. The quality of teaching and learning in the schools visited was good or better in over two thirds of sessions and very good in a third, a much better picture than last year. The features of effective teaching have been reported previously; this example illustrates many of them.

Year 10: gymnastics

The teacher had a clear idea of what she wanted pupils to learn and she communicated this to the pupils.

A girl conducted the warm-up and provided an excellent role model for her peers. Everyone was involved in the pulse-raising activity. She demonstrated the stretching exercises, naming the relevant muscle groups in the legs and explained how they might be used in different movements. The teacher praised and corrected pupils’ movements. Her own demonstrations made clear what she expected from the class. She
pinpointed specific techniques to improve performance and was very good at observing individual strengths and areas for development. She adapted the lesson, according to the quality of what she was observing. So, additional time was given to taking the weight on hands and good body tension in the handstand, before moving on to cartwheel and walkover actions.

Her excellent subject knowledge supported individuals where their techniques needed refining. Praise was used judiciously and there was plenty of encouragement. There was a good balance between repetition of the practices and discussion to improve pupils’ knowledge and understanding. Body tension and poise were good and pupils showed good awareness of space and time as they worked on composing their own sequences to music. Pupils achieved success and their skills and self-esteem grew. Their responses were excellent; they worked hard, were committed to helping each other and made good progress. Standards were above those expected for the age-group.

Teaching and learning in extra-curricular sessions

24. The quality of teaching in the extra-curricular sessions observed was better than that reported previously. The quality was good or better in over two thirds of sessions and unsatisfactory in one in ten. Partnerships were more aware than previously of the need to monitor the quality of teaching in out-of-hours clubs; this helped to ensure greater consistency in the quality of pupils’ experiences within and beyond the curriculum.

Quality and use of assessment

25. Weaknesses in teachers’ and coaches’ use of assessment have been reported previously. They continue to detract from the quality of teaching and learning. In the sessions observed, feedback to pupils was limited too often to brief comments; learning objectives were not sufficiently specific to help teachers assess what pupils knew, understood and could do. Recent improvements, however, included collecting evidence of pupils’ work and linking end of unit assessments to the attainment targets. A minority of partnerships allocated time in their meetings for teachers to compare and discuss assessments and share good practice.

26. Although many of the schools visited were using the PESSCL guidance on high quality outcomes for pupils, many were unsure how the outcomes were linked to the National Curriculum requirements or levels of attainment. The greatest difficulty lay in a lack of understanding about what pupils were expected to know, understand and be able to do in order to fulfil the requirements of core tasks at different times during, and at the end of, a key stage. Differing interpretations led to wide variation in what was expected in order for pupils to meet the attainment target and
internal moderation of assessments was rare. Few schools set pupils
targets in physical education.

Curricular provision and out-of-hours learning

27. The majority of the schools visited were giving more time and attention to
physical education and school sport than they did previously. This was
helping to improve the range and quality of the PE curriculum and out-of-
hours provision. In this respect, the programme was having a good or
very good impact in two fifths of schools, slightly more so in the
secondary schools than in the primary schools.

28. The PESSCL strategy sets out an expectation that pupils should have at
least two hours of high quality PE and school sport each week, within and
beyond the curriculum. The great majority of the schools visited were
committed to this and many wanted pupils to have two hours of PE within
the curriculum, supported by extra-curricular activities in addition. Within
the sample, however, there were considerable variations which reflected
schools’ differing priorities and the level of support from senior managers.
For example, in two clusters, all schools provided two hours of curriculum
provision. In contrast, in one cluster, only half the pupils at Key Stage 1
and two thirds at Key Stage 2 received two hours. In most of the primary
schools, pupils at Key Stage 1 usually received less time for PE than those
at Key Stage 2.

29. More time was allocated to PE in secondary schools. In six of the clusters,
all schools offered two hours for all pupils; in almost half of the clusters all
Key Stage 3 pupils received two hours. In many of the secondary schools,
Key Stage 4 pupils usually had only one hour and fewer of these pupils
attended after-school activities.

30. For many schools, holding on to the allocated time was difficult. In
primary schools, many teachers adjusted the timetables when preparing
for school plays, musical events and end of key stage assessments, thus
disrupting the PE curriculum. In secondary schools, access to indoor
spaces, such as the gym or hall, was reduced considerably during
examinations.

31. The programme enabled some secondary schools to set up specific
activities to meet the needs of different groups of pupils, for example,
wheelchair basketball for pupils with disabilities, fitness and martial arts
programmes for Key Stage 4 girls or a nurture club for primary pupils
whose cooperation and coordination skills were weak.
Key Stages 3 and 4: meeting girls’ needs

Following detailed consultation between the Partnership Development Manager and the school sport partnership coordinators, schools identified particular health-related issues where it would be difficult to bring about change without financial assistance. One school gained additional funding to introduce a health and fitness programme for girls in Years 9, 10 and 11 who were at risk of having an inactive lifestyle. They had free access to a local leisure centre as well as the school facilities and chose from a range of activities that included aqua and step aerobics, boxercise and swimming.

32. As reported previously, the most significant impact of the programme was the extension of extra-curricular provision and the development of more active breakfast, break and lunch times in primary schools. Festivals of sport were becoming regular annual events.

Year 6: playground leaders

As part of the QCA PE and School Sport Investigation (another strand of the PESSCL strategy), Year 6 pupils were trained as playground leaders to run activities during the lunch hour for Key Stage 1 pupils. They were given uniforms and badges to identify their role and they planned and managed the activities maturely. The results of the work were outstanding. Incidents of poor behaviour had decreased dramatically.

On the day of the inspection, the Key Stage 1 playground was bustling with activity that included a wide range of ball skills, skipping, walking on stilts and parachute games. The play leaders explained how they had adapted games to suit the different numbers in groups and different ages. ‘I make the game very, very easy for the reception class and make sure they can all join in at the same time’. They enjoyed the opportunity to lead the games and wanted an opportunity to continue such work when they moved to secondary school.

33. The school sport partnership coordinator in one partnership organised lunchtime clubs to improve learning and increase participation of pupils in the family of primary schools. These ran for half a term each in High Five netball, football and rounders. She also supported preparation for a mini-Olympics for Key Stage 1 pupils. She brought schools together for a friendly competitive experience and used pupil volunteers from her own school to lead and organise the events. This gave them opportunities to use their skills in a local tournament. Primary pupils recognised that their skills and knowledge of the game had improved. Secondary pupils suggested that all pupils of their age should have such opportunities as part of the curriculum. The approach made efficient and effective use of the coordinator’s time in dealing with three strands within the programme.
All three primary schools in the partnership went on to sustain at least one of the clubs without additional outside help.

34. In some partnerships, where the programme had been in place since 2000, inter-school competition had been strengthened. In one partnership, all eleven primary schools entered the local primary netball league and played regularly every Wednesday evening. Increasingly, schools involved in the PESSCL gifted and talented programme used the SSP programme to develop opportunities for talented pupils, such as master classes in different sports and multi-skills clubs.

35. Many schools gained additional funding to purchase new playground equipment, provide playground markings or support training:

The partnership development manager was astute in identifying groups and schools where support for them would help to meet the aims of the SSP and where longer term fitness programmes could be sustained. Some programmes were expanded using other sources of funding. In one project, the National Opportunities Fund was used to fund training for midday supervisors to organise structured play activities in schools which had been equipped with ‘play zones’ and playground equipment.

36. Although the programme was helping to widen provision, few of the schools visited considered the impact of the new opportunities on the overall design of the curriculum. The lack of continuity and progression in pupils’ learning because of its organisation into short, often disparate, units of work was not tackled. Games activities continued to dominate. Additionally, many schools continued to plan work that was matched to pupils’ ages rather than their capability.

37. In some partnerships, extensive use of external coaches and specialist teachers helped to extend and enrich provision. This was most effective where the coaches and additional adults had experience of working with young people and liaised with teachers to ensure the provision focused on learning. In some instances, however, the arrangements worked less effectively than they should have done because the coaches focused too much on the sport and too little on the precise nature of pupils’ needs or the school’s curriculum.

**Schools working in partnership with other schools and community clubs**

38. The programme provides time for teachers to meet and support each other by sharing resources and expertise. The programme continued to improve links between partner primary schools and their cluster secondary school. Links were good in over half of the primary schools visited, much the same as reported previously. Links between secondary schools were
improving steadily and were good or better in almost a third of the schools visited. The proportion of schools visited where links were judged to be unsatisfactory has reduced significantly since the previous report.

39. Increasing the opportunities for young people to continue with their sport in the community has an important place in the programme. Partnerships are expected to collaborate with a network of providers in the community to create effective pathways into community clubs. Almost a half of the clusters had established good or very good links with their community clubs, a more positive picture than that described in the 2003 and 2004 reports.

40. Where links were very good, the partnership worked with the local sports development unit and regional sport providers to support pupils moving into community sport. Effective communication was essential, as this example shows:

The partnership development manager and the local sports development officer worked closely together to align the school and community sports programmes. The local community sports newsletter included articles on new developments in the sports partnership and events were reported regularly in the local press. The two produced a handbook for parents and pupils which listed contact details of all community sports clubs. It indicated which clubs had approved junior sections and which were suitable for people with disabilities. The partnership’s mascot, Happy Heart, made appearances at school assemblies and sporting events, and distributed mascots, which showed the website link, to all sports clubs in the community.

Schools in the partnership promoted the PE and sport programme through dedicated sports notice-boards which displayed photographs and reports of festivals and theme days. They also advertised extra-curricular programmes and community sports opportunities. All these ensured the programme had a high profile in schools, with parents and in the community.

41. Notice boards and club directories were common promotion strategies. In one cluster, the athletics club developed a very good ‘club ambassadors’ scheme. Students who attended the athletics club acted as advocates to other members of the school community. Students’ photographs and contact details were displayed on a poster on the School Sport coordinator’s notice-board, advertising opportunities for other students at the school.

42. Some partnerships developed a contract between the school and its link club, covering significant responsibilities, including child protection. One contract required clubs to:
The physical education, school sport and club links strategy

- devise and adopt a youth policy
- provide appropriate, accessible information
- ensure that qualified coaches had attended child protection courses
- ensure that financial expenditure by pupils was kept to a minimum
- contact schools regularly about pupils’ progress.

43. There were examples of some pupils taking up places in local sports clubs as a result of the programme, for example, a Year 7 boy who joined the local golf club after gaining an interest in the after school tri-golf sessions in his primary school. Overall, however, this was a weaker aspect of the programme. Partnerships were still not able to give much evidence of pupils’ wider take-up of sport in local sports clubs.

Leadership and management

44. Leadership and management of the programme was effective in the majority of clusters and good or better in over half of them. The infrastructure of the programme was well established and many of the problems noted in the 2003 report were less evident. Lines of accountability were better in most of the clusters as systems were established to monitor the use of time and resources. Improved development planning, enthusiastic leadership and school partnerships all contributed to raising the profile of PE and school sport and establishing a climate for improvement.

45. Programme planning and management were at least satisfactory in the very large majority of partnerships and were very good in almost one tenth. However, many partnerships had yet to integrate the work of the programme into school improvement and subject development plans.

46. Common features of very good leadership and management included:

- a sharp focus on raising standards
- systems to measure increased uptake, with data carefully recorded to inform planning of further provision
- a city-wide or regional infrastructure that:
  - used specialist staff effectively
  - delivered programmes that ensure equality of access
  - supported schools with problems
- strong communications, including newsletters and regular monthly meetings to bring together partnership development managers and school sports officers, and termly meetings for primary link teachers.

47. In the schools visited, the monitoring of the programme was better than previously. The majority of schools kept records of events and the numbers of teachers and pupils attending courses and clubs. However, further work is still required to support schools in evaluating the impact of
initiatives on the quality of provision, pupils’ standards and their achievement. The schools were not able to quantify any significant improvement in standards, measured against the National Curriculum attainment target for physical education in primary schools or, in secondary schools, against Key Stage and GCSE results.

48. Schools which had made a good start in evaluating the impact of the new programmes recognised the importance of gathering evidence to show improvement. One of the schools, first visited in 2003, had made good progress in compiling evidence to show improvements against the six objectives of the programme:

*Measuring improvement*

*The portfolio included a range of case studies, photographs, certificates and flow charts to illustrate the impact made at an individual level. Numerical data illustrated the increased breadth and take up of ‘out of hours’ opportunities. Information was fed back to key primary link teachers and schools sport coordinators. Evaluation was used to refine the programme.*

The earlier partnerships shared their experiences and strategies with new partnerships in phase 7.

49. Although most of the schools visited collected data on pupils attending out-of-hours activities, few were able to show how such attendance helped to secure pupils’ entitlement to two hours of PE. Graphs often recorded data relating to pupils’ participation rather than their performance, the impact through gains in learning and the achievement of high quality physical education and school sport.

50. Some partnerships, however, had already taken such an approach:

*Following the publication of the first evaluation by Ofsted in 2003, the partnership manager and the school sport coordinators from each of the partnerships produced a monitoring and evaluation strategy. They recognised that their methods of accountability and measuring the impact of their actions were not sufficiently robust to enable them to make accurate judgements on value for money. They provided:*

- a rationale for each approach being used
- a calendar to show dates by which data collection and reports were to be completed
- a proforma to record how each day was used by primary link teachers, which also required a judgement on the effective use of the time allocated.*
They also required:

- one written case study each term to record good practice
- registers to be kept of out-of-school hours learning and continuing professional development (CPD) attendance
- evaluation of CPD
- evaluation of teaching and learning in sessions within and outside the curriculum
- termly and annual reports on the partnership development programme
- ‘family’ plans with judgements related to qualitative and quantitative targets.

The information fed into the annual PESSCL survey but, more importantly, through the requirement to make regular judgements on pupils’ achievement, it provided the basis for data analysis and next steps in planning, rounding the circle of self-evaluation and including all participating schools within it.

51. In a partnership which had no data to measure improved standards, the school sports coordinator (SSCO) ran an exercise for primary schools to moderate judgements on pupils’ work in games. They compared standards and grades together and, in their own schools, provided a level descriptor for all pupils transferring to secondary school. The SSCO appreciated that this was just a first step and acknowledged the need for more consultation. However, even these informal systems provided clear gains. One secondary teacher commented on noticeable improvements in the skills and knowledge of Year 7 pupils: ‘Almost everyone who arrived from the primary feeder schools this year was able to pass and catch a ball confidently; they all knew the rules and were much better players’.

52. In some schools, continuity and progress in implementing the programme were hampered by some or all of the following problems:

- senior teachers’ lack of understanding of the PESSCL strategy and the programme’s objectives
- insufficient integration of the development plan for the school sport partnership into the subject development or school improvement plans
- conflict between school sports coordinators and secondary heads of subject who had not understood how the programme fitted in with core provision
- unrealistic targets
- too many initiatives
- staff shortages, changes in personnel and lack of supply cover affecting continuity
- lack of take-up by primary schools of the programme days.
53. In a minority of schools, some key staff were uncertain about the complicated crossovers of responsibility between the programme and sport colleges’ community work. Additionally, some schools saw core provision for all pupils as a priority for improvement and this created a tension when the programme’s focus was on increasing participation in extra-curricular school sport.

**Provision for Gifted and Talented Pupils in Physical Education**

**Teaching and learning**

54. In the schools visited, the quality of teaching and learning was good or very good in three fifths of the lessons seen, a slightly better picture than in the previous report. However, the provision for gifted and talented pupils was no better than satisfactory in almost a third of the lessons seen. Too many lessons that were satisfactory in most other respects failed to challenge and extend talented pupils. Teaching of this quality, while having no significant weaknesses, was not effective enough to raise these pupils’ standards and achievements. Although most of the satisfactory lessons were organised well, teachers used a narrow range of teaching methods. A lack of specific feedback failed to extend talented pupils and many of them were underachieving.

55. High quality teaching, in contrast, was characterised by the way in which teachers used their knowledge of the subject and their pupils’ individual needs to determine clear objectives, relevant tasks and opportunities to improve work. Previous assessments informed the organisation of groups. A variety of teaching methods ensured that lessons engaged and interested pupils. Teachers were not afraid to extend talented pupils at the same time as they gave pupils who had difficulties or uncertainties a chance to practise and consolidate skills.

56. This example shows the importance of day-to-day assessment in matching work well to pupils’ needs. Such effective day-to-day assessment is often underpinned by well planned units of work, which have clear and measurable objectives against which pupils’ progress can be assessed.

*Year 10: games - badminton*

*The boys worked on different tasks according to their ability and in response to weaknesses identified in the previous lesson. For example, a group of four with well formed techniques, such as serve and clears, and the ability to use them accurately and effectively in a game, worked on combining a series of shots to attack and defend. Another group, with a*
more limited range of techniques, played less precisely and more slowly, focusing on improving the accuracy and length of their overhead shot to create time and to push the opponents into a defensive position. These different tasks helped to ensure individual needs were catered for and the level of challenge was realistic. Pupils worked hard, listened to the teacher’s feedback and tried to put it into practice. They were all expected to follow the formal rules of the game and to show appropriate game etiquette.

57. Many good teachers provided opportunities for all pupils to observe and evaluate their own and others’ performances as a natural part of the lesson. Such opportunities helped to develop talented pupils’ understanding and knowledge of movement and how they might use these to evaluate and correct their own and others’ performances. Many schools involved talented pupils in their own assessment, but very few had established target-setting for all pupils in physical education and school sport.

58. Occasionally, talented pupils involved in a mentoring scheme were set individual plans which mapped training, competition and work pressure points. A personal experience programme for Key Stage 4 pupils in one school involved target-setting across Years 10 and 11. However, the talented pupils who were interviewed during the course of the inspection actually knew very little about this, although they were interested in target-setting to challenge them further.

59. The great majority of sports colleges celebrated pupils’ achievement through a series of awards, including for those with special levels of talent, for example, full/half team colours, certificates of commendation, medals, trophies and captain badges. These were often highlighted through displays on achievement boards, assemblies and prize-givings. They promoted high expectations and achievement, while talented performers served as positive role models for other pupils.

Curriculum and out-of-hours provision

60. The quality and range of learning opportunities for talented pupils were good or better in over a half of the schools visited. The schools made appropriate organisational and curricular changes to improve provision for talented pupils. The following examples illustrate ways in which schools introduced flexibility.

Example 1

At Key Stage 4, all pupils completed a full GCSE in PE which gave them the chance to develop higher order skills, knowledge and understanding. The Year 9 curriculum included a theory lesson which prepared pupils
well for Key Stage 4. Setting of pupils enabled the acceleration of learning for talented pupils from Year 8 onwards. Up to 40 pupils each year completed the GCSE in one year. Results were very good and these 'fast track' pupils progressed to a BTEC award, junior sports leader award or other national governing body award. In Years 12 and 13 pupils had a wide choice of PE courses: AS and A2, Advanced Vocational Certificate in Education (leisure and recreation) and BTEC first diploma. The BTEC course met the needs of a number of talented pupils who would have struggled with the academic content of A levels.

Example 2

Gifted and talented students were well supported by all staff throughout the college. A Year 13 student who competed at international level in high diving was given additional seminars and tutorials by her teachers to enable her to catch up with missed work. A Year 10 student, competing at national level in tennis, had an adapted curriculum in his first year in the college and was allowed to opt out of some non-GCSE lessons to create time for additional tennis coaching.

Example 3

For Year 10, a one year 'fast track' course in dance and a two year additional GCSE were offered to pupils through extra-curricular provision.

61. Such adjustments to the curriculum normally occurred in response to examination and accreditation course requirements and were made piecemeal. Few schools evaluated systematically the impact of their core curriculum across Key Stages 3 and 4 on pupils' attainment and how well it met the needs of all pupils, including those identified as talented. Where this had happened, an increasing proportion of schools were moving towards longer units of work, lasting about 10 weeks, which provided more sustained opportunities for challenging and extending pupils. Instead of teaching pupils two areas of activity during a week, time was blocked to focus in more depth on just one activity. Additionally, pupils were grouped according to ability, for example, half-year cohorts were organised into a higher ability group and several mixed ability groups, which helped to meet individual needs more effectively.

62. In too many schools, the scheme of work was organised into short, five or six week units which were not adjusted well to build on pupils' strengths and tackle any weaknesses. Units were mostly related to individual sporting activities, such as basketball or netball, which led to too much repetition of basic work. Schools gave too little attention to adapting the core skills of passing and receiving to help players respond to changing situations in different games.
63. Too often, secondary schools ignored what pupils had achieved in their primary schools and began from a very low base. In gymnastics, many pupils were rarely challenged beyond basic balancing activities and were not encouraged to compose and perform more complex sequences of linked movements at the end of a unit of work.

64. Planned units of work in physical education usually referred briefly to supporting the development of talented pupils. However, provision for detailed extension work was rare. Consequently, talented pupils were rarely challenged sufficiently, either physically or intellectually. At best, guidance suggested challenging more able pupils, for example, by providing competitions between two pairs within the game of cricket, or changing the game conditions, including the type of ball used, number of fielders and size of the wicket.

Extra-curricular provision

65. Almost all the schools visited offered an extensive extra-curricular programme. These were good or better in almost three quarters of the schools, a better picture than in the previous report. Most sports colleges in this sample provided an extensive range of clubs and, although they continued to favour traditional games, they also offered a range of aesthetic and individual sports, such as climbing, karate, kick-boxing and trampolining. Many talented pupils also had additional opportunities to attend master classes and elite coaching sessions.

66. There was particularly effective practice where coaches worked with pupils during curricular time and also worked with them in extra-curricular activities within the school setting. In one school, two high level coaches (a national coach for Gaelic football and a judo coach) were able to ‘spot’ talent during curriculum time and develop higher order skills in the extra-curricular club setting. The level of success at regional and national level in judo motivated younger pupils who were keen to achieve similar success. This added to the popularity of the clubs.

Links with partner schools

67. The specialist schools’ community role has had a very important place since its introduction in September 1998. Some sports colleges in the sample used their role in the community to collaborate more closely with partner schools to increase opportunities for talented pupils in primary schools:

A talent programme targeted pupils across twelve link primary schools in Years 4, 5 and 6 who were achieving high standards in a range of sports. The pupils attended additional coaching programmes at the local sports
college, based on a range of generic skills. At the end of the sessions, a festival of sport was held. Features of this successful programme were used to improve provision for gifted and talented pupils in other subjects, including art, history, science and mathematics.

A sports college hosted a series of master classes for talented pupils. The pilot project was aimed at Year 5 students who had shown particular flair in different subject areas. The aim was to provide something special for those who excelled in one or more activities. It was an opportunity for them to take part in activities to extend and challenge them at a more advanced level than was possible at school. The sports college also worked with county sports development officers to offer young, talented and committed players the chance to develop their skills, their playing potential and their knowledge alongside their academic or vocational studies. The rugby and football programmes were aimed at students who wanted to improve their performance whilst continuing their studies. It provided pupils with up to five hours of high quality coaching each week.

68. Some schools involved in the School Sport Partnership programme initiated provision for a small number of talented primary school pupils. In one cluster, one boy and one girl were selected from each school in the partnership to attend a multi-skills academy, whilst other secondary pupils had taster opportunities in athletics, cricket and basketball. Many teachers reported, however, that pupils’ participation was often affected adversely by a lack of parental support and interest.

69. Other features of very good practice included:

- schools working with local special schools and sport providers to provide activities for pupils with disabilities
- opportunities for pupils to take responsibility, such as being a school games captain and acting as a buddy for younger pupils
- schools and communities establishing links in other countries through work on national and international projects, such as ’Born To Win’
- clear links between schools, LEA and other sporting bodies, providing pupils with coordinated activities across a region.

Links with community providers

70. All the schools in the sample had established satisfactory or better links with other community providers. Three fifths had good links, with one fifth being very good. This is a slightly better picture than in the previous report.

71. Many teachers had good relationships with external clubs, often built up over a long time. Traditionally, most of these links had been with team
sports such as rugby, football and hockey. However, sports college status and participation in PESSCL had encouraged many schools to extend these links to a wider range of sports, including dance, gymnastics, table tennis, judo and golf. Some schools, however, had limited or no contact with clubs in non-curricular areas, such as horse riding and bowls. In most cases, there was equal access for boys and girls, although for some pupils with disabilities and for pupils in rural areas, access was restricted.

72. The strongest links involved external providers working with the school and talented pupils on individual education plans and targets. For example, pupils attending rugby and football academies in one area agreed on the number of games that could be played, balancing other commitments in order to support pupils’ overall development in sport and school.

73. In the most effective practice, the LEA provided strategic direction for schools by working closely with leisure providers and national governing bodies of sport, disseminating good practice, and sharing resources and expertise. This used funding efficiently by creating more opportunities for talented pupils to work together across a region, strengthening their aspirations as well as the sporting networks between schools.

74. A minority of the schools visited were part of an Excellence in Cities (EiC) cluster. This helped to strengthen the programme for gifted and talented pupils as it became an integral part of wider provision across the LEA.

75. Links between the sports colleges and local universities were becoming more established. One programme, running for over five years, involved over 250 talented students from the sports college and its four partner secondary schools. Those selected were of county standard or near county standard. Pupils might be involved in any sport and took part in sports science sessions on topics such as nutrition, fitness training and monitoring, injury prevention and management, video analysis and sports psychology. The programme helped the students to develop as athletes, but the sports science sessions also supported them academically in science, food technology and physical education.

Mentoring

76. One of the major initiatives in the PESSCL programme for gifted and talented pupils has been the development of mentoring programmes for talented performers. Most sports colleges used the funding effectively, for example, to train mentors, provide mentoring sessions (either run according to need or regularly, such as every half-term) and organise workshops and multi-skills clubs for pupils. In all the schools visited, at least one teacher had attended the Junior Athlete programme training. In some schools, as many as four teachers had been trained and, in others,
teaching or learning support assistants had also been involved. Pupils who had attended workshops (usually once a term) found them helpful in understanding lifestyle management, goal setting, diet and nutrition.

77. There was considerable variation in how the programme was implemented across the sample of schools visited. It worked very effectively where it was integrated into whole school and subject provision. This ensured that it formed part of a coherent and consistent policy for helping gifted and talented pupils within and across subjects. In one school where the Junior Athlete programme was working effectively, pupils were allocated mentors who supported them and minimised work pressures. Some pupils had also received financial assistance, counselling, support for organising their workload and brokering time away from school to attend elite training or competitions. Pupils had termly meetings with their mentors, received guidance on balance and stability training, injury prevention, and stress reduction. Some pupils were allowed to drop non-examination courses. Others had flexible timetables and occasionally worked away from school when attending specialist training courses.

78. Many pupils faced pressures on their time when balancing the demands of high level representative sport with school work. The majority were grateful for the support from mentors and felt the system enabled them to manage their time more efficiently. In one school, the pupils included world-class gymnasts and sailors, a county hockey player and a footballer attached to a professional club. All of the pupils who were interviewed during the visits to schools had been involved for a long time with their sport; commitments to training and performance ranged from 7 to 21 hrs a week.

79. Although the programme provided a valuable source of support for many talented performers, schools rarely evaluated it systematically in order to improve provision.

Leadership and management

80. Leadership and management of the provision for talented pupils were satisfactory or better in four fifths and good or very good in just over half the schools visited, a picture which has changed little since the previous report.

81. Successful leadership is reflected in this example:

A clear school policy built on guidance from the DfES and included:

- identification strategies
- the impact on teaching and learning
- curricular and extra-curricular opportunities
processes for monitoring and evaluation.

Clear guidelines set out the subjects and areas where pupils might be considered to be gifted and talented, for example, intellectually, artistically or physically, recognising that some pupils may not be realising their potential.

The assistant headteacher worked closely with the director of sports specialism, developing effective systems for identifying, supporting and tracking gifted and talented pupils, for example by involving mentors from the local community, businesses and former students, linked with pupils who had similar interests or achievements.

The PE policy included the junior athlete education programme as one element. The rationale, aims and definitions were clear, with very good criteria for identification, strategies to support the more able, and implications for teaching and assessment methods. The departmental development plan included a specific section for gifted and talented pupils.

Secure and comprehensive self-evaluation was also a strong feature in this school, including each department’s completion of an Ofsted Form S4 annually. Monitoring and evaluation were an integral part of each department’s self-evaluation, including observation of teaching, peer observations and fortnightly departmental discussion about the progress and impact of initiatives. All the pupils had performance targets that were reviewed regularly. All the talented pupils interviewed were very clear about the importance of self-evaluation within the school. They completed a learning log once a year which was analysed by the coordinator and they were enthusiastic about being involved in evaluation.

Some schools were also trying to develop provision for talented pupils as part of the school’s focus on personalised learning. The impact was monitored through the standards pupils achieved, and through discussion with pupils, parents and coaches. Others benefited from working regionally with other schools, sporting bodies and EiC clusters, which enhanced the use of resources, shared expertise and built strong networks to support talented pupils. These events, which also allowed the pupils to mix with others from different schools and sports, were valued highly by the pupils.

In one in ten of the schools visited, leadership and management of provision for gifted and talented pupils was weak in the subject and whole school, either because of competing priorities or because senior managers were not committed fully to such provision. Such schools had sound policies and appropriate guidance, but these did not actually influence practice. Occasionally, the lack of a coordinator with a properly defined role hindered effective management.
85. In some schools where a whole-school policy for gifted and talented pupils was underdeveloped, aspects of physical education provision, such as the junior athlete education programme, influenced thinking about support for all high achieving pupils. In the schools where there was no physical education policy, there was usually a register of talented pupils and a junior athlete education programme.

86. Systems and criteria to identify talented pupils were good or better in two fifths of the schools visited, a slightly poorer picture than that reported previously, although more schools were judged to have very good systems. The schools identified high attaining pupils and those with potential through:

- audits to collect information on all pupils’ performance and achievement out-of-school, including representative sporting honours
- formal and informal end-of-unit assessments
- information from primary schools, including admissions data and pupil questionnaires
- baseline assessment on entry into Year 7 and further assessments at the start of Years 8 and 9.

87. Physiological data collected in one school at Year 7 allowed staff to identify endurance athletes, coordinated athletes and power athletes. End-of-unit assessments throughout Year 7 meant that a profile of data was available which was used to place pupils in sets pupils by ability from Year 8 onwards. These data were also used effectively to organise teaching groups and provide opportunities relevant to pupils’ talents. They were also used to encourage pupils to attend after-school and community clubs. However, tests and scores need to be used with caution: in one school, the fitness and agility scores for pupils in Year 7 after one term failed to discriminate sufficiently between pupils’ performances, with whole classes either getting similar high scores or similar low scores.

88. Representative sporting honours continued to be the main system for identifying talent in most schools, together with nominations by teachers and parents. However, in most instances this relied heavily on representation at county level, and the pupils had already been identified by others. Schools collected information from pupils using questionnaires and were increasingly aware of pupils engagement in minority sports beyond school, for example, ice-hockey, indoor bowls and tae kwon do.

89. Schools’ awareness had grown of the need to identify pupils with potential who had not yet achieved representative status, for whatever reason. Few schools, however, had criteria for doing so, an issue raised in the previous report. Similarly, few schools discussed the criteria with pupils, resulting in uncertainty about what being talented meant for them. Failure to make
the selection criteria open and transparent limited pupils’ autonomy and knowledge of themselves.

90. Despite many positive aspects of provision for talented pupils, only a very small minority of schools had good systems for evaluating the impact of the support they provided. Some of these schools made good use of the Quality Standards currently being developed to support schools and clubs.\(^5\)

**Notes**

91. Between September 2004 and April 2005, Her Majesty’s Inspectors (HMI) and Additional Inspectors (AIs) evaluated the implementation and impact of the School Sport Partnerships programmes. A sample of phase 7 partnerships were visited, involving 21 secondary and special schools and at least one of their associated primary schools. Follow-up visits or telephone interviews were made to four clusters that had been part of previous surveys. HMI and AIs also visited 25 specialist sports colleges to evaluate their provision for gifted and talented pupils.

92. Inspectors held discussions with key staff, including headteachers, coordinators for gifted and talented pupils, heads of department, partnership development managers, school sport coordinators and link teachers. They observed 117 sessions in PE and after-school sport, and read documentation including policy and curriculum documents, development plans and progress reports. The views of pupils were also taken into account. A full list of the schools visited is in the Annex.

93. There are currently 313 School Sport Partnerships across England. The first 31 partnerships (phase 1) started in September 2000 and increased in size in September 2003. The programme now involves over 50% of maintained schools in England. From September 2005 this rises to 75% with total coverage by September 2006. Partnerships in phase 7 involve 148 secondary schools and 791 primary and special schools.

94. The strategy comprises eight distinct but interrelated programmes:

- Specialist Sports Colleges
- School Sport Partnerships
- PE and School Sport professional development
- Step into Sport – leadership and volunteering
- action to create better links between schools and sports clubs
- targeted support for gifted and talented young athletes
- targeted support to enhance school swimming opportunities

\(^5\) The development of quality standards for PE and school sport contributes to the development of wider quality standards for gifted and talented provision at institutional (whole school) and classroom (pedagogical) levels.
• the Qualifications and Curriculum Authority’s PE and school sport investigation.

Further information


Good teaching, effective departments, (HMI 337), Ofsted, 2002.


Website links

Physical education and school sport
www.teachernet.gov.uk/pe

Annex. Schools visited

Main cluster schools visited in phase 7 school sport partnerships

Ludlow C of E Secondary School Shropshire
King David High School Liverpool
South Wirral High School Wirral
St Thomas More Catholic High School Cheshire
Madeley Court School Telford and Wrekin
Blue Coat C of E Comprehensive School Walsall
St Anselms Catholic School Kent
The Grange School Dudley
Kingsley College Worcestershire
Swanshurst School Birmingham
Chipping Campden School Gloucestershire
Kings Norton High Birmingham
Furze Platt Senior School Windsor and Maidenhead
The Amersham School Buckinghamshire
Jack Hunt School Peterborough
Alderman Blaxill School Essex
The Heathcote School  
Hertfordshire

Castlegreen Community School  
Sunderland

Southmoor Community School  
Mathematics and Computing College  
Sunderland

Gillingham School  
Dorset

The Vyne Community School  
Hampshire

**Sports Colleges - provision for gifted and talented pupils**

The Coopers Company & Coburn School  
London Borough of Havering

Bishop Challoner Catholic School  
Birmingham

Shelfield Sports & Community College  
Walsall

Brookfield High School  
Knowsley

Archbishop Beck Catholic High School  
Sports College  
Liverpool

Rawmarsh Community School – A Sports College  
Rotherham

Wickersley School and Sports College  
Rotherham

All Saints Catholic High School  
Sheffield

Charters School  
Windsor and Maidenhead

Dr Challoners High School  
Buckinghamshire

Stanground College  
Peterborough

Mounts Bay School and Community Sports College  
Cornwall
Ivybridge Community College

Beacon Community College

William Parker School

Brighton Hill Community College

Droitwich Spa High School

High Ridge School Specialist Sports College

St Mary’s College

Angley School – A Sports College

Haydon Bridge

Asthington Community High School

The Castle School

Holden Lane High School Specialist Sports College

Kenilworth School and Sports College