

Schools' and colleges' engagement with the 2012 Olympic and Paralympic Games: PE and Sport

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TNS-BMRB

This research report was commissioned before the new UK Government took office on 11 May 2010. As a result the content may not reflect current Government policy and may make reference to the Department for Children, Schools and Families (DCSF) which has now been replaced by the Department for Education (DFE).

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

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1. Executive summary

1. Introduction and methodology

The then Department for Children, Schools and Families (now Department for Education - DfE) commissioned TNS-BMRB to conduct research to explore whether schools and colleges were using the London 2012 Olympic Games and Paralympic Games and their respective Values to help deliver their objectives for *School Sport and Physical Education (PE)*, and if so how.

The DfE is the Government body with responsibility for the educational legacy of the London 2012 Games. The DfE works closely with LOCOG who are responsible for the delivery of Get Set, the London 2012 Education Programme.

Get Set is designed for schools and colleges across the UK and is delivered through an online interactive web platform (www.london2012.com/getset). It provides a range of opportunities and resources targeted at 3-19 year olds which can be used to enhance young people's learning through sport, culture and education.

The research consisted of three elements:

- **Teacher survey**, comprising 1500 telephone interviews with teachers¹ in primary schools, secondary schools, special schools and Further Education (FE) colleges.
- **Pupil survey (conducted in school/colleges)**, comprising 1264 self-completion questionnaires from 48 schools (primary and secondary) and 7 FE colleges.
- **Qualitative case studies**, at a School Sport Partnership level, involving Sport Development Officers (SDOs), head teachers, Partnership Development Managers (PDMs), Secondary School Sport Coordinators (SSCOs), Primary Link Teachers (PLTs), Special School Link teachers (SSLTs), Further Education School Sport Co-coordinators' (FESCOs) and pupils/students.

School Sport Partnerships are families of secondary, special and primary schools and FE colleges working together to increase the quality of sporting opportunities, through the curriculum, after-school activities, inter-school competitions and school to club links.

¹ Interviews were mainly conducted with Sports Coordinators in secondary schools and FE colleges and Primary and Special School Link teachers.

2. Key Findings

2.1 Background to Get Set - how do schools and colleges participate in Get Set?

Get Set is the official London 2012 education programme. Through 'Get Set', LOCOG (the London Organising Committee of the Olympic Games and Paralympic Games) provides a range of opportunities and resources targeted at 3-19 year olds which can be used to enhance young people's learning through sport, culture and education. Sport and PE is one of the strands of 'Get Set'. Half of the teachers surveyed said their school or college was registered with Get Set (52%).

Schools and colleges that were registered² with Get Set showed higher levels of involvement and engagement with the Olympic and Paralympic Games and Values:

- 83% were involved in events or activities linked to the London 2012 Games (compared with 62% who are not registered or did not know whether they were registered)
- 37% had introduced new school sport activities (compared with 25% of schools not registered)
- 20% of Get Set registered schools said that the Olympic and Paralympic Values had influenced activities a great deal or quite a lot during the last and current school year (compared with 14%)
- 39% said that the Olympic and Paralympic Values have inspired lesson planning and been integrated into lessons (compared with 26%).

Among schools not registered with Get Set, 44% had heard of Get Set before being interviewed. The majority of schools who were aware of Get Set but not registered, were planning to register with Get Set before the London 2012 Olympic Games and Paralympic Games (75%).

Of those teachers who said their school was registered with Get Set, just over a quarter were in the Get Set network (27%, 14% of all schools and colleges). Schools which were part of the Get Set network showed even higher levels of involvement and engagement with Olympic and Paralympic Games and Values.

Half of all teachers in schools and colleges registered with Get Set had made use of the website, including looking for ideas for school activities such as assemblies and downloading resources for PE and sport and other lessons.

² Every school can register with Get Set. Schools which opt to become network schools gain access to exclusive rewards and opportunities.

Teachers who said their school was registered on Get Set or were aware of Get Set were asked if their school had been involved in any Get Set+ partner programmes. Overall, just under a quarter of teachers surveyed (22%) said they were aware that their school/college was involved in one or more of these programmes, including Science, Technology, Engineering and Mathematics (STEM), challenges and enterprise activities connected to the Olympic Games and Paralympic Games.

2.2 To what extent are the Olympic and Paralympic Games and Values influencing the PE and Sport activities offered to pupils by schools and colleges?

Levels of school engagement and participation were classified by segmentation, drawing participation levels from the proportion of pupils (not including FE students) that participate in at least three hours of PE and school sport per week, and engagement levels from key questions on the teacher survey³. Engagement was found to be higher at secondary schools than at primaries, although participation levels in school sport did not vary by school type.

Schools in the more engaged segments (more engaged/low participation and more engaged/high participation) were more likely to be registered with Get Set, be members of the Get Set network, to include the whole school in Olympic and Paralympic-related events and to have introduced new sporting activities, even where school sport participation in school was low.

Two-thirds of schools and colleges had been involved in at least one Olympic or Paralympic event during the 2009/10 academic year (66%), with almost all secondary schools having done so (96%). The event that had the most involvement was the Lloyds TSB National School Sports Week (52%), which was also the event most likely to have been promoted as a London 2012-related activity.

Among schools and colleges involved in any Olympic and Paralympic-related events, just over half had involved the whole school/college in these events (52%) and around a quarter had involved specific year groups (24%). Only a very small proportion of schools had restricted participation to just those pupils who were most involved in school sport and PE or studying for a sport-related qualification.

Case studies indicated that awareness of the upcoming Olympic Games and Paralympic Games amongst partnership staff was high and in most cases they were also aware of the Get Set programme, but interest varied across the eight

³ Whether events and activities were promoted as Olympic or Paralympic activities within the school; whether the Olympic and Paralympic Values had inspired lesson planning and been; and the extent to which the Olympic and Paralympic Values influenced activities during the last school year.

partnerships. Almost all of the secondary schools had introduced new sport and were involved with schemes that had existed prior to their incorporation into the Get Set Programme such as Lloyds TSB National School Sport Week and the Young Ambassadors programme. However, only a handful of schools had introduced their own PE/sport Olympic and Paralympic activities, links with Olympians or Paralympians or activities in the general curriculum. Variation did not appear to be linked to scores on participation rates or proximity to an Olympic site as anticipated. Instead, having a passionate, active champion to steer the programme forward was viewed as the biggest driving factor – most often the PDM, SSCO or a head teacher.

Awareness of the Olympic Games among pupils was almost universal (96%), with awareness of the Paralympic Games and that the London 2012 Games is to be held in London also high. For primary pupils, the best things about the London 2012 Games being held in London were 'It will get more people to take part in sport' (27%), 'Can go to watch it' (20%) and 'Having famous sports stars in the country' (19%).

For secondary pupils and FE students the key benefits were: 'It promotes sport and fitness' (44%), 'It will get more people to take part in sport' (33%) and 'It is good for the UK' (30%).

2.3 Are schools and colleges using the Olympic and Paralympic Games and Values to support their PE and School sport objectives to increase take up of sporting opportunities?

Three in ten of schools and colleges surveyed (31%) had introduced new school and college sport activities because of involvement with Get Set or London 2012 Olympic and Paralympic related events and activities. Involvement in events and activities related to the London 2012 Games showed a link to the introduction of new sport, with more than a third of schools and colleges that were involved in Olympic or Paralympic-inspired events also having introduced new sport. Of schools that had introduced new school sports, the majority of teachers (88%) felt that these were an effective way of involving children who were usually less engaged with sport and PE, with 44% thinking that they were very effective.

Two-thirds of pupils reported having tried new sports (63%) at school in the last school year; this was highest among primary school pupils (74%). Four in ten pupils said that they had learnt or done an activity related to the Olympic Games or Paralympic Games in the last school year (39%), again higher among primary school pupils. Of those who reported learning or doing an activity linked to the Olympic Games or Paralympic Games, six in ten said this took place during Physical Education and Sport (PE and Sport) lessons (62%) and a third reported learning

about the London 2012 Games in other lessons (32%), including history/ geography, PSHE/ citizenship and Design Technology or ICT).

Case studies showed limited evidence that the London 2012 Olympic Games and Paralympic Games were being promoted in a cross-curricular manner. However, staff felt that the 2011/2012 academic year would see a greater focus on the Olympic Games and Paralympic Games across the entire curriculum including maths, geography, and humanities. Pupils in primary schools were particularly likely to think that learning about the Olympic Games and Paralympic Games made lessons more fun (62%).

The case studies highlighted other ways in which the London 2012 Games had been utilised including Olympic Games and Paralympic Games notice boards, Olympic and Paralympic values, leadership awards and the creation of links with Olympic and Paralympic athletes.

2.4 Have the Olympic and Paralympic Games and Values and related activities impacted on pupils attitudes to PE and sport?

All pupils participating in the survey were shown a list of words and phrases, which included the seven Values and asked which came to mind when thinking about the Olympic Games and Paralympic Games. 'Competition' was the word which most came to mind followed by 'skills'. Neither of these were one of the Olympic or Paralympic Values. The Value most frequently associated with the Olympic and Paralympic Games amongst Secondary and FE pupils was 'determination'.

The three Olympic Values – friendship, respect and excellence and the four Paralympic Values – courage, determination, inspiration and equality have inspired lesson planning and have been integrated into lessons, activities and events in around a third of schools and FE colleges (33%). Those that had integrated the Values, were more likely to have done so across both PE and sport related lessons and in other areas of the curriculum. Where the Values had been integrated into school sport, this was most likely to have occurred through lessons or curriculum themed around the Values, and during teamwork and group games in PE.

Teachers were also asked more directly about the extent to which the Olympic and Paralympic Values have influenced activities in their school and were likely to continue to do so in the future:

- in the last and current school year (2010/11) - to establish a baseline
- in the next school year 2011/12, which is the year of the 2012 Olympic Games and Paralympic Games (when it would be expected that the impact would be greatest)

- in the longer term – to examine the extent to which teachers felt the impact of London 2012 Games and Values would be sustained in the future

Over half of teachers surveyed felt the Olympic and Paralympic Values have already influenced activities, to at least some extent, in the last and current school year (61% saying a great deal, quite a lot or a little). Most schools expect that the Olympic and Paralympic Values will have the biggest influence in the Olympic Games and Paralympic Games year (97%). Almost universally, teachers anticipate that the influence on activities will continue in the longer term (94%). However, the extent of influence was expected to fall back, with only 13% feeling it would have a great deal of influence, compared with 32% in the Olympic Games and Paralympic Games year.

According to the survey, schools that have experienced the greatest amount of influence, and who anticipate that the Olympic and Paralympic Values would influence activities in the longer term were those involved in Olympic and Paralympic-inspired events, those that had introduced new school sport activities and schools in the Get Set network.

Most teachers surveyed felt that there were benefits of being involved in Olympic and Paralympic related PE and sport activities (94%). Two-thirds of pupils and students said they enjoyed PE and sport at school and college and half of pupils really enjoyed learning about sport in general. Half of pupils and students thought that involvement in sport and other activities connected to the Olympic Games and Paralympic Games would improve their confidence and communication skills and six in ten that it would improve what they feel they can do and achieve.

Teachers in schools and FE colleges felt that the majority of their pupils and students were interested and engaged with the Olympic and Paralympic Games and/or Values (80% saying a great deal, quite a lot or a little), and a third of pupils reported being excited.

2.5 Are there any challenges related to using the Olympic and Paralympic Games and Values to support their PE and School Sport objectives to increase take-up of sporting opportunities?

Partnership staff highlighted numerous drivers for encouraging schools and colleges to participate in Olympic and Paralympic inspired activities and the Get Set programme including allocated time and resources for PE and sport, creation of links with out-of-school clubs, availability of teaching materials on the Get Set website, and opportunities for '*non-sporty*' pupil involvement such as through the Young Ambassadors programme.

By far the biggest driver for PE teachers was said to be the motivation and support of the senior management team, primarily the PDM and the Head teachers. A further key driver identified was having a PDM “*who can see the bigger picture*” rather than focusing only on individual schools or only on school sport.

In terms of challenges, PDMs highlighted the difficulties of fulfilling their wide remit and that the introduction of new initiatives, while viewed as exciting, placed further burden on their already stretched time and resources. Complaints in relation to a lack of support, guidance and monitoring from their SDO were expressed by a number of the PDMs.

SSCOs highlighted the difficulties of fulfilling their responsibilities in relation to the partnership role within the time allocated (two days per week). Get Set was principally introduced to schools by the SSCOs. They highlighted a number of challenges to implementation of the scheme: 1) SSCOs themselves often felt they had limited information about Get Set; 2) a lack of drive or enthusiasm from Head teachers; 3) minimal available time and apathetic responses on the part of teaching staff and 4) a belief that this was the role of PE teachers.

Concerns were expressed about a perceived lack of clarity regarding the positioning of the Get Set programme and whether it should be viewed as a school wide programme of activity or an ad hoc teaching tool.

When asked to what extent the Olympic and Paralympic-related activities and Values could be sustained following the London 2012 Games, strong views were expressed regarding the need to maintain such initiatives. Throughout the discussions the multiple perceived benefits and positive impact of the programme on pupils and students were highlighted. However, the lack of certainty regarding the future of the partnerships has led to demoralisation amongst partnership staff and was therefore the primary focus when discussing sustainability. Doubts were expressed that the current activities would be able to continue once the resources were diminished. It was felt that without the SSP, schools’ focus on school sport and the Olympic Games and Paralympic Games would diminish resulting in an expression of short-term patriotism rather than a lasting legacy.

2.6 Do schools and colleges make links between the PE and Sport strand of the education programme and other strands?

The majority of teachers interviewed in schools involved with Get Set+ partner programmes said that the Olympic Games and Paralympic Games had encouraged links between PE and sport and other elements of the curriculum to at least some extent (88% saying a little, quite a lot or a great deal).

One in ten of schools thought that the London 2012 Games had encouraged a strong linkage. There were no significant differences between primary and secondary schools in the extent of links to other areas of the curriculum, and very low numbers of FE colleges and special schools were asked this question due to lack of involvement with Get Set+ partner programmes.

Schools where Olympic and Paralympic Values had inspired lesson planning and been integrated into lessons were also more likely to say that the Olympic Games has encouraged links across subjects (95% 'a little, quite a lot or a great deal compared with 80% of schools where Values had not been integrated into lessons).

PE and sport was linked with a number of subjects across the curriculum in particular with science (44%) and maths (43%).

The pattern of linkages typically reflected subjects taught in schools; secondary schools had greater linkage with subjects such as design and technology and foreign languages and within FE Colleges links were higher with business studies, enterprise and lifelong learning.

2. Introduction

The then Department for Children, Schools and Families (now Department for Education - DfE) commissioned TNS-BMRB to conduct research to explore whether schools and colleges were using the London 2012 Olympic Games and Paralympic Games and their respective Values to help deliver their objectives for **School Sport and Physical Education (PE)**, and if so how.

The DfE is the Government body with responsibility for the educational legacy of the London 2012 Games. The DfE works closely with LOCOG who are responsible for the delivery of Get Set, the London 2012 Education Programme. Get Set is designed for schools and colleges across the UK and is delivered through an online interactive web platform (www.london2012.com/getset). LOCOG works with a number of partners (including the DfE and other Government departments, London 2012 sponsors and non-commercial partners) to deliver a number of strands of activity. PE and Sport is one strand of the overarching London 2012 Education Programme, Get Set.

The UK winning the Olympic Games and Paralympic Games has provided a huge opportunity for the Government to use the power and values of the London 2012 Games to make a difference to the attitudes of children and young people. The three Olympic Values - respect, excellence, friendship - and the four Paralympic Values - courage, determination, inspiration and equality - are integral to Get Set and to DfE's contribution to the London 2012 Olympic Education Programme. The programme aims to ensure that the educational benefits of the London 2012 Games are maximised nationally and provide a lasting legacy.

The Get Set programme was launched in 2008 and key objectives are to:

- Use education to maximise children's and young people's awareness of and engagement with the London 2012 Games
- Create a network of schools, colleges and other education institutions across the UK living their commitment to the Olympic and Paralympic Values (the 'Get Set network')
- Use the London 2012 Games to enhance learning opportunities for young people within existing educational priorities.

Through Get Set, LOCOG aims to enhance teaching and learning by helping teachers to link learning to the London 2012 Games. It is a flexible programme which supports schools to take Games-related milestones and moments and apply them at local level and make the Games relevant for young people in every community across the UK.

Through the Get Set website, LOCOG provides teachers and students with **free resources** such as interactive games, downloadable films and images, and fact and activity sheets. These resources are designed to prompt discussion around the Values, as well as bringing learning across the curriculum to life by linking it to the Olympic and Paralympic Games.

Sport and PE is one of the five strands of 'Get Set' that DfE is involved in. DfE is also involved in four other strands of 'Get Set':

- Communication, collaboration and citizenship – encouraging communication and understanding between young people.
- Enterprise - developing young peoples' creativity, innovation and entrepreneurial skills.
- Practical learning – encouraging more practical-based learning.

There are a range of activities and events which relate to sport and PE taking place in schools and colleges e.g. the annual Lloyds TSB National School Sport Week which uses the power of the London 2012 Games to inspire young people to take part and understand the value of sport. In 2010 over 14,000 schools and 5 million children took part. Other Olympic and Paralympic-related activities include the UK School Games which is aimed at the UK's elite young athletes of school age, the Inspiring Schools Sport website and the Young Ambassadors programme, along with many other activities and events inspired by but not directly linked to DfE or LOCOG.

2.1 Research objectives

The overarching aim of the research was to *examine whether schools and colleges are using the Olympic and Paralympic Games and Values to help deliver the objectives of the Olympic Education Programme through sport and PE*. It was not concerned with measuring and monitoring participation of children and young people in PE and sport as this data is collected via the PE and Sport Survey⁴ and the DCMS Taking Part Survey.⁵

⁴ DfE PE and Sport Survey 200/10 published September 2010

⁵ Taking Part: The national survey of culture, leisure and sport 2009/10

The overall research aims were to examine:

- whether the Olympic and Paralympic Games and Values influence the PE and sport activities offered to pupils by schools and colleges both in curriculum time and as part of out of school clubs;
- the extent to which schools and colleges are utilising the London 2012 Games and Values in order to encourage a greater interest and uptake of sport, and if so, how are they doing it;
- the challenges that schools and colleges face in using the Olympic and Paralympic Values in their sport and PE strategies, and what impact the Values have had on individual and whole-school achievement in sport;
- whether the London 2012 Games and Values and other related activities have impacted on pupil's attitudes to PE and Sport, and if so how; and
- the extent to which links are being made – in schools and colleges – between PE and sport strand of the education programme and the other strands.

3. Methodology

There were three aspects to the research which involved:

- **Teacher survey**, comprising 1500 telephone interviews with Primary Link teachers (PLTs), School Sport Coordinators (SSCos), Special School Link teachers (SSLTs) and Further Education Sport Coordinators (FESCos) in primary, secondary and special schools and FE colleges. A description of the role and responsibilities of these teachers is provided in Appendix A.
- **Pupil survey (conducted in-school/colleges)**, comprising 1264 completed questionnaires from 48 schools and 7 FE colleges.
- **Qualitative case studies**, at a partnership level, involving Sport Development Officers, head teachers, Partnership Development Managers, SSCos, PLTs, FESCos and pupils.

Development work with 12 schools and colleges was undertaken to inform the study design. This stage included:

- An initial workshop, to discuss the proposed method, clarify the policy issues and to agree key measures.
- 12 exploratory visits to schools/FE colleges to gain a better understanding of what is happening at a school level, to clarify who is the appropriate respondent, and to explore questioning and timing. Visits focused on the SSCo/PLT/SSLT/FESCo but also involved brief discussions with pupils.
- A final workshop, to confirm the approach.
- Cognitive testing, to develop the questionnaires, comprising 15 interviews with teachers and 15 with pupils.

3.1 Teacher survey

Fieldwork for the teacher survey consisted of telephone interviews with 1500 teachers. Interviewing took place between 20 September and 10 November 2010. The interview was conducted with either the SSCo, FESCo, PLT or SSLT at the school or FE institution.

Interviews were conducted with a random sample of schools and colleges stratified by institution type:

- Primary schools

- Secondary schools
- Special schools
- Further Education Colleges

The sample was taken from the DfE Schools database. A total of 2496 schools and colleges were contacted to achieve the 1500 interviews, representing a response rate of 63%.

Sample was drawn for each school type (primary schools, secondary schools, special schools and FE colleges) separately, further stratifying by:

- Region
- Participation in PE and sport, to ensure correct representation by this factor. Schools were stratified by results on three hours participation in PE and school sport, which was a key indicator⁶.
- The proportion of pupils who had free school meals (FSM), to ensure that the sample had correct socio-economic representation.

Special schools and FE Colleges were over sampled to ensure sufficient interviews could be achieved to allow for separate analysis of these institutions. Results were weighted at the analysis stage to reflect the overall number of each type of institution in England. Table 1 shows the achieved and weighted sample profile by school type, region, PE and sport participation and proportion of pupils on free school meals. Further details about the sampling approach and weighting are provided in the technical appendix.

<i>Table 1 - Teacher sample profile</i>		
	(1500)	(1500)
Type		
Primary	800	1205
Secondary	500	203
Special schools	100	67
FE	100	25
GOR Region		
North East	85	85
North West	203	208
Yorkshire and the Humber	153	166
East Midlands	154	160
West Midlands	161	156

⁶ Based on findings from 2010 PE and School Sports Survey

East of England	179	171
London	157	144

Sport Participation		
Less than 50%	538	558
50% and over	855	908
Proportion of pupils on Free School Meals		
Under 10%	585	625
10%-39.99%	679	722
40% and over	125	116

Interviews were conducted using CATI (Computer Assisted Telephone Interviewing). Interviews were carried out with the SSCo, FESCo, PLT, SSLT, PE teacher or other teacher, as deemed most appropriate by the school. Table 2 shows the role of the teachers interviewed. Interviews took 10 minutes on average.

<i>Table 2 - Respondent role at institution</i>		
	Achieved	Weighted
	(1500)	(1500)
SSCo/ FESCo/ PLT/ PDM	1237	1315
Head of PE/ PE and Sport Teacher/Other	263	185

Advance letters were sent to all selected schools and colleges prior to fieldwork, informing them about the survey, explaining the use to which the data will be put and asking for their co-operation. It also indicated that interviews with pupils at their school or college could be undertaken too and their agreement was sought in principle to take part in both elements of the study. Letters were sent to both the head teacher and target respondent.

A copy of the questionnaire and other survey materials are provided in Appendix B.

Segmentation

For the purposes of analysis, schools were categorised into one of six 'segments'⁷. This segmentation was based on the proportion of pupils taking part in three hours of PE and school sport per week⁸ and the school's level of engagement with the Olympic and Paralympic Games and Values. School engagement was defined using the following three questions: whether events and activities were promoted as Olympic or Paralympic activities within the school, whether the Olympic and Paralympic Values had inspired lesson planning and been integrated into lessons or activities, and the extent to which the Olympic and Paralympic Values influenced activities during the last school year. Table 3 shows the number of schools surveyed in each segment and the proportion (shown in brackets) of all schools that they represent.

	Low participation	High participation
More engaged	157 (10%)	251 (17%)
Limited engagement	171 (11%)	268 (18%)
Little or no engagement	210 (14%)	336 (22%)
<i>Base: All schools (1400)</i>		

Where teachers responses varied by engagement and participation segment, this is reported in the relevant report section. It has also been used to interpret some of the findings from the pupil survey.

3.2 Pupil Survey

The pupil survey covered 1264 pupils in school years 4-13. Data collection took place in 48 primary and secondary schools using self-completion questionnaires⁹. Questionnaires were also completed in seven FE colleges where exit surveys were conducted with students. The survey took place between 8 October and 6 December 2010.

There were two slightly different questionnaires – one for primary schools and one for secondary schools and further education colleges which included a small number of additional questions. The questionnaires took about 10-15 minutes to complete. Copies of the questionnaires are provided in Appendix D.

⁷ FE colleges were not included in the segmentation as data on sport participation is not available for FE colleges.

⁸ Based on findings from 2010 PE and School Sport Survey

⁹ Pupils in special schools were not included in the survey, due to the particular difficulties of undertaking self completion surveys with this group

A sub-sample of schools and colleges interviewed in the teacher survey were selected for participation in the pupil survey. Interviewers contacted the head teacher or principal in order to confirm participation and to choose the class that would take part.

To minimise any selection bias and ensure that the overall sample profile reflected a spread across different year groups, we asked schools to select a whole (mixed ability) class from a particular year group to take part in the survey. This enabled us to avoid, for example, schools selecting just the most co-operative students or those who are the most engaged with sport. Each school was given instructions about the year group they should choose. A total of 1064 interviews were conducted with pupils in primary and secondary schools.

In FE colleges ‘exit’ interviews were conducted with respondents as they walked past a certain point. The interviewing point was chosen to ensure that the flow of respondents passing it was reasonably unbiased – for example, the main gate to the college (rather than near a gym). A total of 200 interviews were conducted with students in FE colleges.

The pupil survey data was weighted to reflect the overall pupil population in England by year group. The achieved sample and weighted profile is shown in Table 4. Further details of the sample and weighting are provided in the technical appendix.

	Achieved	Weighted
	(1264)	(1264)
Type		
Primary	367	355
Secondary	697	709
FE	200	200
Year group		
Years 4-6	367	355
Years 7-9	347	370
Years 10-13	348	339

Table 5 - Sample profile by GOR

	Achieved	Weighted
	(1264)	(1264)
GOR Region		
North East	130	145
North West	166	134
Yorkshire and the Humber	149	138
East Midlands	164	168
West Midlands	167	203
East of England	132	112
London	121	115
South East	138	123
South West	97	126

3.3 Qualitative case studies

The qualitative case studies aimed to provide insight into how the PE and Sport strand of the London 2012 Olympic Education Programme (Get Set) was working on the ground, specifically exploring:

- The enablers and barriers to the provision of Olympic and Paralympic-related activities in schools and colleges
- The nature of events offered by schools and colleges (both within and outside curriculum time) which related specifically to the Olympic and Paralympic Games and Values, with a detailed understanding of how events were inspired by and link to the London 2012 Games.
- How these events and activities were co-ordinated within and between partnerships
- How schools were engaging with the Get Set Programme and the Olympic and Paralympic Values across other aspects of the curriculum
- What pupils thought about participating in Olympic and Paralympic – related events as part of school activities, and their perceptions of the London 2012 Games in line with their views on school sport
- How local authorities, School Sport Partnerships, Further Education Colleges and schools perceived the PE and Sport strand of the Get Set Programme
- The legacy potential of the Get Set Programme in schools and FE Colleges.

The unit of analysis was the School Sport Partnership - eight partnerships were selected, based on a number of criteria, as case studies for the qualitative research. Each case study was assigned a researcher who spent two or three days immersing themselves in the partnership and conducting interviews and observations with staff and pupils/students. This enabled a detailed understanding of the structure of the

partnership as well as highlighting contextual factors and challenges specific to that particular partnership.

The eight case studies were selected to provide a geographical spread across England, covering the North, Midlands and South. The additional criteria for case study selection reflected various characteristics: including a range of scores on the School Sport survey; varying proximities to Olympic and Paralympic venues (within and outside London); as well as varying levels of social deprivation. The eight case studies are detailed in Table 6.

Shortly after the commencement of recruitment and fieldwork, it was announced that the current ring-fenced funding for SSPs was to be removed. A few weeks later it was announced that some of the funding would remain but there was still a lack of clarity in terms of the amount and allocation of funding. Uncertainty regarding the future of the partnerships appeared to impact on the willingness of participants to participate and their views towards the partnerships. It was felt that an important opportunity to create a continuing legacy from the Olympic Games and Paralympic Games and Get Set programme would be missed without the support provided by the SSP funding and staff.

Reductions in local authority budgets and uncertainty regarding the continuity of the partnership funding had already impacted on the structure of the partnerships; and in fact in one partnership, the SDO and CM role had already been closed. The particular views and roles of the other partnership staff (PLTs, SSLTs, SSCOs and FESCOs) varied between partnerships and these will be outlined in the proceeding chapters.

1	Partnership within a local authority in London that will be hosting events for the Olympic Games and Paralympic Games
2	Partnership within a local authority outside of London that will be hosting an event for the Olympic Games and Paralympic Games
3	Partnership that has really championed the Get Set Programme , through feedback from the teacher survey and through other sources
4	Partnership selected on the basis of very positive results on a matrix of measures of the PE and Sport survey and the Olympic and Paralympic Survey (e.g. high levels of participation, leadership, club links, high number of Olympic events) ¹⁰
5	Partnership selected on the basis of below average results on a matrix of measures of the PE and Sport survey and the Olympic and Paralympic Survey ¹¹
6	Partnership in a socially deprived area (selected by identifying highest % of pupils receiving free school meals)
7	Partnership with average performance on PE and Sport survey ¹²
8	Partnership with a high degree of variation in performance on survey ¹³

Within each partnership, interviews were conducted with: Sport Development Officers, head teachers, Partnership Development Managers, Secondary School Sport Coordinators, Primary Link Teachers, and Further Education Sport Co-ordinators'. Observations and informal discussion were conducted with pupils from primary, secondary and special schools and with FE students. The structure of the case study is outlined in Figure 7 overleaf.

¹⁰ Selected based on a combination of results from the following questions from the school sports survey.

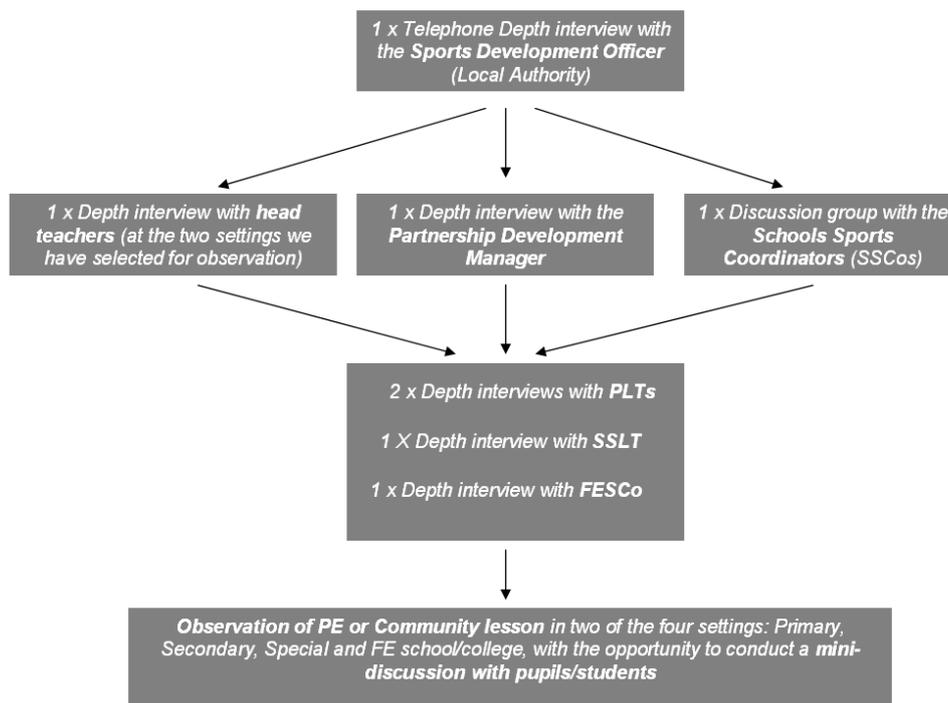
- Q2 - What is the total number of pupils in each year group who participate in at least three hours of high quality PE and out of hours school sport in a typical week?
- Q6 - What is the total number of pupils in each year group who have taken part in inter-school competition during this academic year?
- Q10 - What is the total number of pupils in each year group who have participated in one or more community sports, dance or multi-skill clubs with links to the school during this academic year?
- Q12 - What is the total number of pupils in each year group actively involved in sports volunteering and leadership this academic year?

¹¹ Ibid

¹² Ibid

¹³ Ibid

Figure 7: Case study structure



The focus of the discussions varied between the different respondents reflecting their different roles and responsibilities as summarised below:

- Introduced and taken up by the school (Local Authority development officer; Partnership Development Manager; head teacher)
- Implemented by the strategic leads (head teachers, PDM, School sport coordinators)
- Executed by the teachers and school sport coordinators (Primary link teachers; Special school link teachers; Further Education Coordinators).
- Received by the pupils (observations in primary schools, secondary schools, special schools and FE colleges)

The case studies were conducted between November 2010 and February 2011.

The initial case study was treated as a pilot and feedback from the researcher led to minor changes to the discussion guides (A copy of the discussion guides is appended).

Interviews were recorded with the permission of participants and the data was analysed thematically by the research team.

3.4 Report structure

This report draws together the findings of the teacher and pupil surveys and qualitative case studies and is structured as follows:

- Chapter 4 describes Get Set and how schools and colleges participated in Get Set
- Chapter 5 explores to what extent the Olympic and Paralympic Games and Values influenced the PE and Sport activities offered to pupils by schools and colleges
- Chapter 6 examines the extent to which schools and colleges were using the Olympic and Paralympic Games and Values to increase take-up of sporting opportunities
- Chapter 7 looks at the impact of the Olympic and Paralympic Games on pupils attitudes to PE and Sport and the influence of the Olympic and Paralympic Values
- Chapter 8 highlights the challenges related to using the Olympic and Paralympic Games and Values to support their PE and School Sport objectives to increase take-up of sporting opportunities
- Chapter 9 examines whether schools and colleges make links between the PE and Sport strand of the education programme and other strands.

4. Background to Get Set - how do schools and colleges participate in Get Set?

As background, this Chapter examines how schools and colleges participate in 'Get Set', the Olympics Education programme. It includes whether organisations were registered with Get Set, are in the Get Set network or are taking steps to join the network, as well as use of the Get Set website and involvement with Get Set+ partner programmes. It also looks at how the School Sports Partnerships were typically structured, together with how they were working to support the provision of PE and Sport in schools and colleges and uptake of opportunities linked to the London 2012 Games and delivered through PE and Sport Education Programme.

Get Set is the official Olympic Education Programme for the London 2012 Olympic and Paralympic Games. It is being delivered by LOCOG, the London Organising Committee for the 2012 Olympic and Paralympic Games, who are working in partnership with the DfE and other key national education providers and Olympic sponsors.

Get Set covers schools and colleges across the UK and it supports 3-19 year olds to explore the Olympic Values of friendship, respect and excellence and the Paralympic Values of courage, determination, inspiration and equality. It aims to enhance teaching and learning by helping teachers to link learning to the London 2012 Games. It is also a flexible programme which supports schools to take Games-related milestones and moments and apply them at local level and make the Olympic Games and Paralympic Games relevant for young people in every community across the UK.

Through the Get Set website, teachers and students can access lots of free resources such as interactive games, downloadable films and images, and fact and activity sheets.

All schools/colleges that are taking part in activity linked to the Olympic and Paralympic Values can access rewards and recognition from London 2012 by joining the Get Set network.

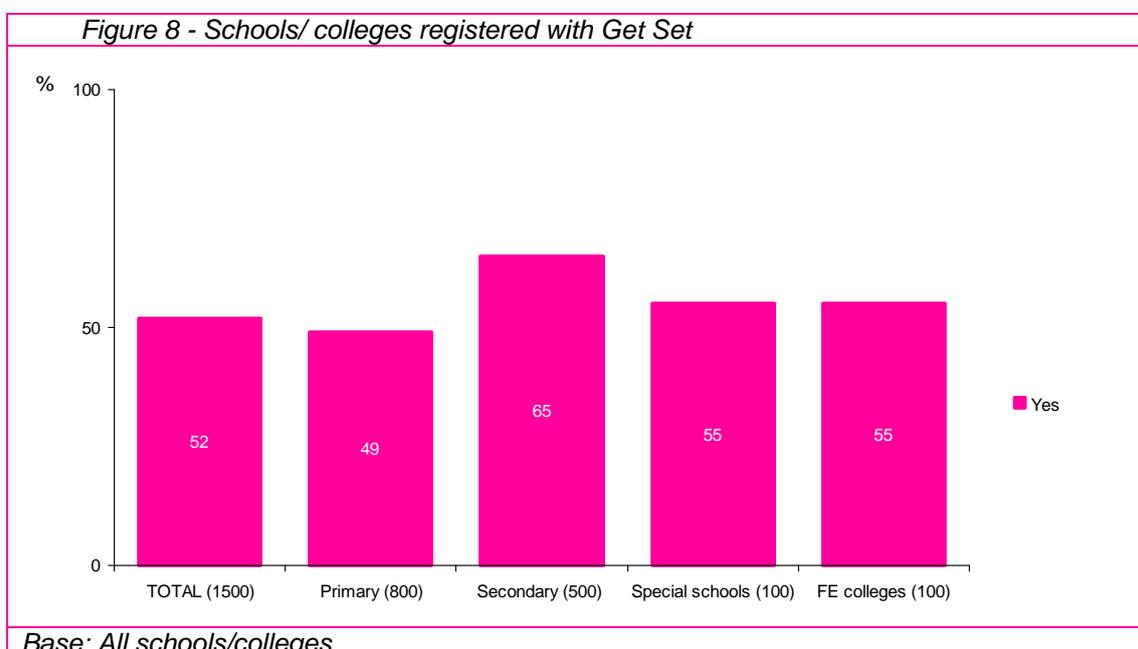
Get Set supports learning across a whole range of subjects and topics. In addition to the resources available on Get Set, LOCOG work with their partners to deliver Get Set + programmes which support learning linked to the Olympic and Paralympic Values and Games through specific themes and topics. These partners include

London 2012 sponsors, Government departments including the Department for Education and other public bodies.

Through Get Set and these partner programmes, teachers can access resources, competitions with exciting prizes, and lots of tools and opportunities that link learning to the Olympic Games and Paralympic Games. Schools/colleges that are participating in any part of Get Set, Get Set + and/or Inspire Mark projects can use this work in their application to join the Get Set network and access exciting rewards.

4.1 Registration with Get Set

Half of the teachers surveyed said their school or college was registered with Get Set (52%); this was highest amongst secondary schools (65%) compared with primary (49%), special schools (55%) and FE colleges (55%).



The overall number of schools registered with Get Set is considerably higher than these findings indicate; reflecting that Get Set covers many other areas of the curriculum and other subject teachers will have registered the school on the Get Set website.

Schools and colleges which were registered with Get Set show higher levels of involvement and engagement with the London 2012 Games and Values:

- 83% involved in any events or activities linked to the London 2012 Games (compared with 62% who were not registered or did not know whether they were registered)
- 37% had introduced new sports activities (compared with 25% of schools not registered)

- 20% of Get Set registered schools said that the Olympic and Paralympic Values had influenced activities a great deal or quite a lot during the last and current school year (compared with 14% who are not registered)
- 39% said that the Olympic and Paralympic Values have inspired lesson planning and been integrated into lessons (compared with 26%).

Among schools not registered with Get Set, 44% had heard of Get Set before being interviewed. This was highest among FE colleges (67%) and secondary schools (58%). The majority of schools who were aware of Get Set but not registered, were planning to register with Get Set before the 2012 Olympic Games and Paralympic Games (75%).

Of those teachers who said their school was registered with Get Set, just over a quarter were in the Get Set network (27%, 14% of all schools and colleges). Primary schools were the least likely to be in the Get Set network (24% of those registered with Get Set), less than FE colleges (49%), special schools (38%) and secondary schools (37%).

Schools which are part of the Get Set network showed higher levels of involvement and engagement with the London 2012 Games and Values:

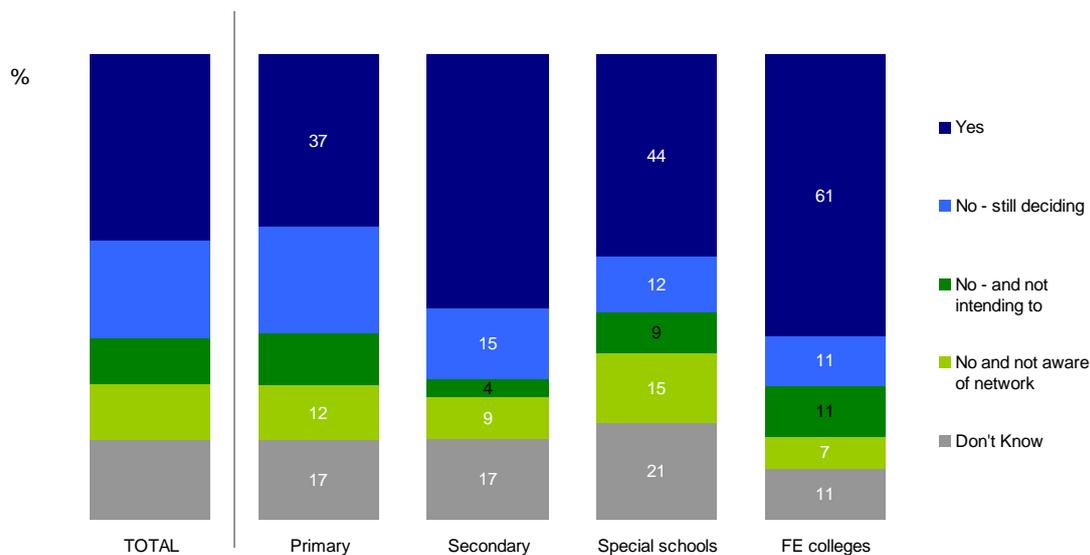
- 91% involved in any events or activities linked to the London 2012 Games (compared with 69% who were not in the network)
- 50% had introduced new sports activities (compared with 28% of schools not part of the network)
- 33% of Get Set registered schools said that the Olympic and Paralympic Values had influenced activities a great deal or quite a lot during the last and current school year (compared with 15% of schools which were not part of the network)
- 51% said that the Olympic and Paralympic Values had inspired lesson planning and been integrated into lessons (compared with 30% which were not part of the network).

Schools which were classified as being 'more engaged' were more likely than schools with limited engagement or little to no engagement to be members of the Get Set network.

Four in ten schools who were registered with Get Set but were not a member of the Get Set network (15% of all schools) were taking steps to join the Get Set network (Figure 9).

A further fifth (21%) of schools not in the scheme, were still deciding whether or not to join, whilst 10% were not intending to join and 12% were not aware of the Get Set network and were not intending to join.

Figure - Whether school is currently taking steps to join the Get Set network



Base: All schools/colleges registered with Get Set but not in the Get Set network

Secondary schools were more likely than primary schools to be taking steps to join (54%), while primary schools were more likely to have no intention of joining (11%) or to still be deciding (23%).

Schools that were currently taking steps to join the Get Set network were more likely to be engaged with the Olympic and Paralympic Games, with those involved in events or activities (43%), that had introduced new sports activities (51%) and who thought that the Olympic and Paralympic Values had influenced activities a great deal or quite a lot during the last and current school year (56%) more likely to be taking steps to join the Get Set network than schools that had not been involved in these things.

4.2 Use of Get Set Website

Schools and FE colleges registered with Get Set were asked how they had used the website. Half of all teachers in schools and colleges registered with Get Set had made any use of the website (51%, 26% of all schools/colleges). FE colleges (78%) and secondary schools (65%) were most likely to have used the site.

Schools and colleges that had integrated Olympic and Paralympic Values into lessons were more likely to have used the Get Set website (59% compared with 45%) and this was reflected in the main uses cited for the website.

Table 10 shows responses above 1% by institution type.

<i>Table 10 - Use of Get Set Website</i>					
	<i>Total</i>	<i>Primary Schools</i>	<i>Secondary Schools</i>	<i>Special schools</i>	<i>FE Colleges</i>
	(829)	(394)	(325)	(55)	(55)
	%	%	%	%	%
<i>Any use</i>	51	47	65	53	78
<i>Ideas for school activities e.g. assembly</i>	21	20	25	22	33
<i>Download resources for PE/School sport lessons</i>	16	14	26	20	24
<i>Download resources for other lessons and activities</i>	13	12	19	9	16
<i>Have a look/general browsing</i>	4	4	3	9	-
<i>To access and enter competitions/prize draws</i>	4	4	6	2	11
<i>Blog school activities</i>	3	3	8	-	7
<i>Develop links with other schools in the area</i>	2	1	5	-	11
<i>Information/resources for displays</i>	2	2	*	-	-
<i>Base: All schools/colleges who are registered with Get Set</i>					

Three main uses of the Get Set website across all schools and FE colleges were reported; to get ideas for school activities e.g. assembly (21%), to download resources for PE/sports lessons and activities (16%) and to download resources for other lessons and areas of the curriculum (13%).

4.3 Get Set+ Partner Programmes

Get Set+ programmes are a range of London 2012 related programmes delivered by sponsors, foundations and other government agencies. Teachers who said their school was registered on Get Set or were aware of Get Set, were asked if their school had been involved in any of these partner programmes. Overall, just under a quarter of teachers surveyed (22%) said they were aware that their school/college was involved in one or more of these programmes. This proportion was significantly higher in secondary schools than other school types (40% involved in any partner programme). Again it needs to be recognised that participation in these partner programmes is higher than these findings indicate, and reflects that the teachers surveyed may not always be aware of the wider involvement of their school in these programmes.

The partner programmes that PE teachers stated their schools were involved with are shown in Table 11 (mentions above 2%):

	<i>Total</i>	<i>Primary Schools</i>	<i>Secondary Schools</i>	<i>Special schools</i>	<i>FE Colleges</i>
	(1151)	(565)	(427)	(74)	(85)
	%	%	%	%	%
<i>Any</i>	22	18	40	18	25
<i>STEM</i>	8	7	18	4	6
<i>Enterprise connected to Games</i>	5	4	11	3	11
<i>EDF sustainability programme</i>	5	5	4	5	7
<i>British Council's 'Host Country' project</i>	4	4	6	3	2
<i>SmallStepsLife</i>	4	3	5	5	1
<i>International Inspiration Programme</i>	2	1	7	-	2
<i>BP Enterprise Trading Game</i>	2	1	3	1	4
<i>Base: All schools/colleges registered with or aware of Get Set</i>					

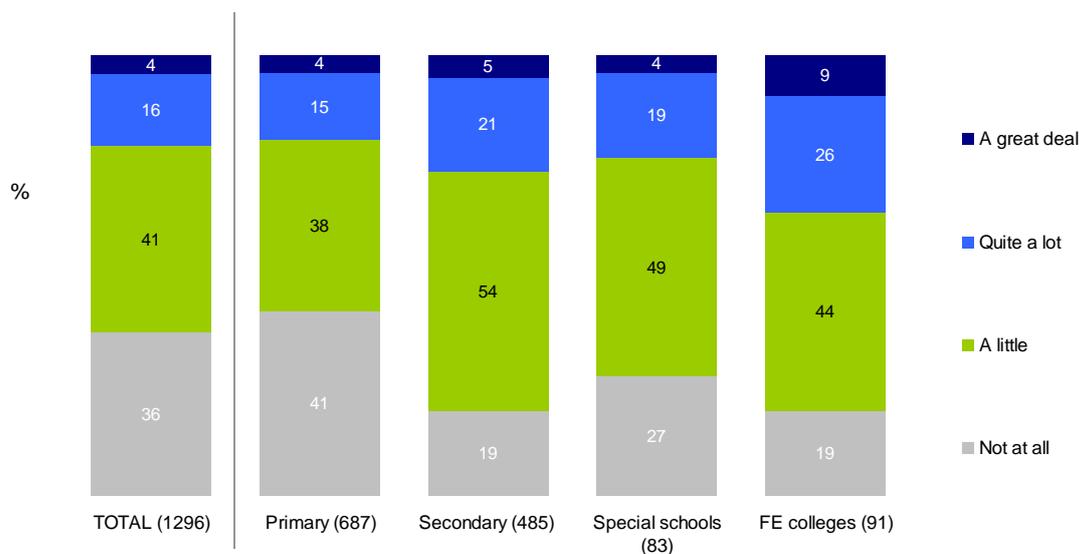
Schools were most likely to have been involved with STEM challenges such as the Adidas design a glove challenge, with secondary schools having the highest incidence of this (18%).

Secondary schools and FE colleges were more likely to have been involved in an enterprise activity connected to the London 2012 Games (11% for each) than primary schools (4%) and special schools (3%)

Although whether a school was registered with Get Set did not seem to effect whether a school had participated in Get Set+ partner programmes, schools and colleges in the Get Set network were much more likely to have been involved with at least one of the partner programmes (33% compared with 19% of those not in the Get Set network). The events that those in the Get Set network were more likely to have been involved with than non-network schools were STEM, enterprise activities, the British Council's Host Country project and the International Inspiration Programme.

Teachers in schools which were registered with Get Set or involved in Olympic and Paralympic-related activity and events were asked if they felt this involvement had raised awareness of Paralympic sport among pupils and students in school/colleges. Just under two thirds of teachers felt it had raised pupils' awareness of Paralympic sport (62% saying a great deal, quite a lot or a little), although only a fifth (20%) felt it had raised awareness a lot or a great deal.

Figure 12 - Whether involvement in Get Set and Olympic and Paralympic-related activity has raised awareness of Paralympic sport among pupils/ students



Base: All schools/colleges registered with Get Set or involved in Olympic activity

Involvement with Get Set and Olympic and Paralympic-related activity was least likely to have raised awareness of Paralympic sport in primary schools, with 41% saying that it had not raised awareness at all.

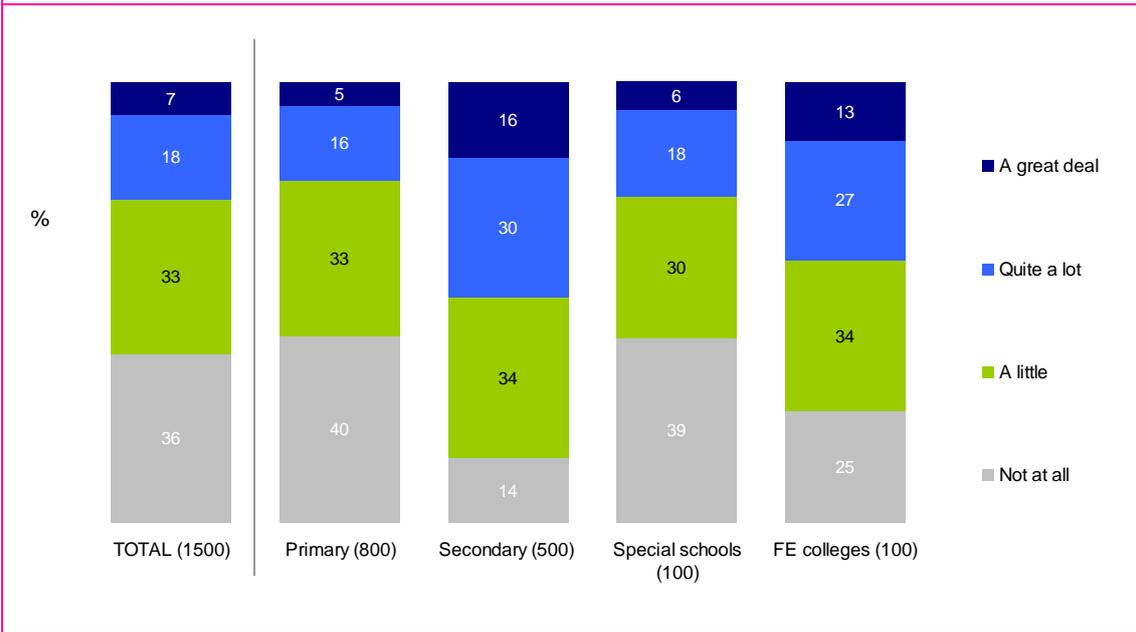
Schools in the Get Set network were more likely to say that involvement in Olympic and Paralympic activity has raised awareness of Paralympic sport a great deal (12% compared with 2% of those not in the network). Schools that had integrated the Olympic Values into lesson planning were also more likely to feel that activity had raised awareness of Paralympic sport (83% at all, compared with 49% of schools that had not integrated the Values).

4.4 Partnership support

The amount of support the teachers surveyed felt they had received from their local Partnership Development Manager (or Primary Link Teacher and SeSCo if they were a PE teacher) in using Get Set and developing the Olympic related activities varied. Over half said they get a great deal, quite a lot or a little support (57%), but very few said they got a great deal of support.

Secondary schools and FE colleges generally felt more supported than primary or special schools.

Figure 13 - Partnership support in using Get Set and developing Olympic related activities



Base: All schools/colleges

Schools that were registered with Get Set, in the Get Set network, involved in events and those that had introduced new sports and integrated the Values into lesson planning were all more likely to feel they received 'a great deal' of support from their Partnership Development Manager (or PLT or SSCo) than schools that had not done these things.

Geography also impacted on how supported schools felt; schools in urban areas were more likely to feel they were supported (61% said they get a great deal, quite a lot or a little support) than those in rural areas (50%).

4.5 Drivers

Within the **case studies**, although all PDMs had the same primary objectives, the methods of delivery varied according to the location, the available resources, the personalities of the partnership staff and the schools, pupils and teachers in the area. Many PDMs stated their involvement in relevant local authority groups such as development groups. Working at local authority level was said to facilitate the strategic pooling of resources across and within partnerships, for example, using the SSP to part-fund coaches to work across all of the schools. In addition, this appeared to enable the creation of links with clubs to ensure a pathway from school sport into after-school clubs for the more talented; one of the SSP remits.

"It's about tapping into different partners and getting opportunities for children in schools....you don't want to just give them a taster, you want to give them something to go onto, via the school to club links." (PDM)

Partnership staff highlighted numerous drivers for encouraging schools and colleges to participate in Olympic and Paralympic activities and the Get Set programme including allocated time and resources for PE and sport, creation of links with out-of-school clubs, availability of teaching materials on the Get Set website, and opportunities for 'non-sporty' pupil involvement such as through the Young Ambassadors programme.

However, by far the biggest driver was said to be the motivation and support of the senior management team, primarily the PDM and the Head teachers. Their guidance was viewed as crucial to ensuring support from the other teaching staff and implementation of the activities within PE and sport and the wider curriculum. This was the key difference between high participating partnerships and low participating partnerships.

"This should be radiated by us, this is the Olympics, we are the core but we need to get everyone along with us" (SSCO).

"A massive challenge is getting the heads on board because obviously everything stems down from them" (SSCO).

"The values are spot on – exactly what I want for the children in this community" (Head).

A further key driver identified was having a PDM *"who can see the bigger picture"* rather than focusing only on individual schools or only on school sport. In terms of schools, this meant recognising the potential for working across partnerships or in collaboration with the local authority to create opportunities for the whole partnership rather than individual schools. This would also involve beneficial links and visits between the secondary schools and primary and special schools. In terms of pupils, it meant ensuring the involvement of 'non-sporty' pupils such as through the rewards scheme based on the Olympic and Paralympic Values (as discussed in section 5.2). Ensuring a broader focus appeared to enable greater opportunities for partnerships, schools and pupils.

"It just completely lifts the profile [of sport] and allows every half term for us to go into different schools, which wasn't happening before" (SLT).

"So they are getting an award [through Olympic and Paralympic award scheme] not just for being physically adept...it might be a confidence boost for a child who might never get into a team..." (PDM).

In spite of the time constraints and other challenges, the PDMs expressed a great deal of enthusiasm and drive for their role. For the most part, their PDM role was viewed as the ideal 'job' due to their passion for sport and children. Further reward and motivation came from their observation of the clearly positive impact they felt that involvement in sport had on the pupils and students.

"You'll be in school from 7, 7:30, you'll leave school at 5, 6, 7, 8 o'clock at night, [...] because there's so many initiatives going on at the moment, it's just part and parcel of the job and when you see the impact it's having on the kids it [...] inspires you and you think alright, ok, I can give up that 15 minutes" (PDM).

"It just brings another way to engage our young people....there's an opportunity, like they do with the cricket and World Cup, to shine the light..." (PDM).

To some extent, the SDOs described a supportive working relationship with their PDM to facilitate opportunities for creating links with local coaches, the provision of new school sport equipment, sources of additional funding and other activities.

"We work closely with the SSP to support them" (SDO).

The forthcoming Olympic Games and Paralympic Games were said inspire pride in the UK, especially when the new stadiums and facilities were shown in the news or sporting heroes appeared on the television. This was felt to be especially true for schools that were in close proximity to Olympic and Paralympic venues, both in and out of London.

"Make things real to the kids...it's a lot more tangible to them" (SSCO).

"A lot of people will say, 'it's in London, what's it got to do with me?' but it's a long time coming for the next one. I know you can jump on a plane...but it's not the same as having it in your backyard" (FESCO).

Participants highlighted a number of challenges facing partnerships, these are discussed in Chapter 8.

5. To what extent are the Olympic and Paralympic Games and Values influencing the PE and Sport activities offered to pupils by schools and colleges?

One of the key objectives of the research was to explore the influence of the Olympic and Paralympic Games and Values on sport activities offered to pupils by schools and colleges. This chapter focuses on this by examining school involvement in Olympic and Paralympic-related events, activities and programmes together with staff and pupil awareness and their views of the Olympic Games and Paralympic Games. Findings from the teacher and pupil surveys provide measurable data on engagement and participation levels while the case studies allow for an in-depth exploration.

5.1 Engagement and participation in school sport

In order to define schools in terms of their differing levels of engagement and participation a segmentation was derived to explore the data based on a number of questions in the teacher survey together with the amount of PE and sport done in schools (as described in Section 3.1.1).

School engagement was defined using the following three questions from the teacher survey: whether events and activities were promoted as Olympic or Paralympic-related activities within the school (discussion of this question follows in section 5.2), whether the Olympic and Paralympic Values had inspired lesson planning and been integrated into lessons or activities (section 7.5), and the extent to which the Olympic and Paralympic Values influenced activities during the last school year (section 7.6).

Table 14 shows the segmentation by school type (FE colleges were not included in the segmentation).

	<i>Total</i>	<i>Primary Schools</i>	<i>Secondary Schools</i>	<i>Special schools</i>
	(1400)	(800)	(500)	(100)
	%	%	%	%
<i>More engaged/ Low participation</i>	9	8	17	11
<i>More engaged/ High participation</i>	14	12	29	13
<i>Limited engagement/ Low participation</i>	11	10	15	12
<i>Limited engagement/ High participation</i>	18	17	22	24
<i>Little or no engagement/ Low participation</i>	17	19	8	14
<i>Little or no engagement/ High participation</i>	29	33	9	25
<i>Base: All schools</i>				

Secondary schools were more likely to be 'more engaged', with 29% classified as more engaged and having high school sport participation (compared with 12% of primaries). Primary schools were less likely to be engaged, with most falling into the least engaged segments (33% were in the category of little or no engagement and high school sport participation, 19% little or no engagement and low school sport participation). It should be noted that the proportion of pupils who participated in at least three hours of high quality school sport does not vary by school type.

Levels of engagement and participation in schools showed no significant difference by region.

Where responses to individual questions differed by segmentation group, this is commented upon in the appropriate report section. Broadly, schools in the more engaged segments (more engaged/ low participation and more engaged/ high participation) were more likely to be registered with Get Set, be members of the Get Set network, to include the whole school in Olympic and Paralympic-inspired events and to have introduced new sporting activities as a result of involvement with Get Set or Olympic and Paralympic related events. Schools with higher levels of engagement were more likely to be doing these things even where participation was low. That is, the level of participation did not seem to have a great effect on involvement, with level of engagement being a stronger driving factor.

Pupils in schools with higher engagement were more likely to be aware of the Paralympic Games, be aware that the London 2012 Games will be in London and to say that they had learnt something Olympic or Paralympic-related in school in the last year.

5.2 Events, activities and programmes

A number of Olympic and Paralympic-inspired events, activities and programmes had taken place during the 2009/10 academic year related to school sport which schools and colleges were asked about. These included:

- Lloyds TSB National Sport Week- schools take part in activities inspired by the London 2012 Games to raise participation and understanding of the value of sport
- Young Ambassador Programme- pupils selected for their sporting talent and commitment, in order to increase participation in school sport and PE and spread the word of the Olympic and Paralympic Values to other young people
- Playground to Podium- initiative to identify and nurture disabled young people and disabled adults with the potential to be elite athletes
- Visits from Sports Champions
- Local Inspire Mark projects – local projects inspired by London 2012 Games and which have been granted the London 2012 Games Inspire Mark, a version of the London 2012 Games logo.
- Other local projects which partners including schools, local authorities and other non-commercial providers had offered

The teacher survey indicated that two thirds (66%) of schools and colleges had been involved in at least one of these events during the 2009/10 academic year. Secondary schools in particular were highly involved in the events with almost all secondary schools involved in at least one of these events or activities (96%) as shown in Table 9.

The West Midlands was the region most likely to have had involvement in any of these activities (75%), particularly in the Lloyds TSB National School Sports Week (63% of schools in the West Midlands had been involved in this).

The event that had the most involvement was the Lloyds TSB National School Sports Week, with half of all schools and colleges having participated in this (52%). Secondary schools were most likely to have taken part in this (88%), compared with a little under half of primary (47%) and special schools (43%), while FE colleges were least likely to have had any involvement in this event (29%).

Participation in the Young Ambassadors Programme was also particularly high among secondary schools (75%). In addition, schools in urban areas were more likely to have participated in Lloyds TSB National School Sports Week (56% compared with 44% in rural areas) as were schools with over ten per cent of pupils eligible for free school meals (56% compared with 48% of those with under 10% of pupils eligible).

	Total	Primary Schools	Secondary Schools	Special schools	FE Colleges
	(1500)	(800)	(500)	(100)	(100)
	%	%	%	%	%
Any event	66	61	96	61	76
Lloyds TSB National School School sports Week	52	47	88	43	29
Young Ambassadors Programme	23	14	75	18	49
Visits from School sports Champions	15	14	20	17	18
Playground to Podium	12	5	46	37	22
UK School Games	8	6	21	8	10
Local Inspire Mark projects	7	7	9	8	22

Base: All schools/colleges

Of all schools and colleges, those registered with Get Set were more likely to have been involved in events, with 75% of those registered with Get Set having participated in any event compared with 56% of those not registered. In addition, schools and colleges in the Get Set network showed particularly high likelihood of participation in events or activities (85% involved in any event or activity).

When asked, the majority of Get Set registered schools and colleges who had taken part in events and activities said they would have participated in these events regardless of whether the school/college was involved in Get Set or London 2012 Games related activity (86%). This suggests that these events and activities were valued in their own right in promoting participation in school sport and understanding of the value of sport and not just because they were linked to the London 2012 Games.

Among schools and colleges which were involved in events, activities or programmes, 59% had promoted at least one of these events as being an Olympic or Paralympic activity. Levels of promotion broadly reflected levels of involvement with these activities. Secondary schools were more likely to have promoted these events as being related to the Olympic Games and Paralympic Games, as shown in Table 16.

Similarly, the Lloyds TSB National School Sports Week was the event most likely to have been promoted as an Olympic or Paralympic activity, with over four in ten schools who had participated in this event indicating that they had promoted this as an Olympic event (43%).

<i>Table 16 - Events promoted as Olympic or Paralympic activities</i>					
	<i>Total</i>	<i>Primary Schools</i>	<i>Secondary Schools</i>	<i>Special schools</i>	<i>FE Colleges</i>
	<i>(1011)</i>	<i>(486)</i>	<i>(478)</i>	<i>(61)</i>	<i>(76)</i>
	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
<i>Any event</i>	<i>59</i>	<i>53</i>	<i>79</i>	<i>64</i>	<i>61</i>
<i>Lloyds TSB National School Sports Week</i>	<i>43</i>	<i>40</i>	<i>58</i>	<i>39</i>	<i>18</i>
<i>Young Ambassadors Programme</i>	<i>18</i>	<i>8</i>	<i>54</i>	<i>13</i>	<i>38</i>
<i>Visits from School sports Champions</i>	<i>14</i>	<i>13</i>	<i>14</i>	<i>18</i>	<i>12</i>
<i>Playground to Podium</i>	<i>11</i>	<i>4</i>	<i>32</i>	<i>39</i>	<i>17</i>
<i>UK School Games</i>	<i>7</i>	<i>5</i>	<i>11</i>	<i>8</i>	<i>1</i>
<i>Local Inspire Mark projects</i>	<i>5</i>	<i>5</i>	<i>5</i>	<i>5</i>	<i>14</i>
<i>Base: All schools/colleges involved with events, activities or programmes</i>					

Schools involved with the Get Set programme were more likely to have promoted the events as being Olympic or Paralympic events, with 65% registered with Get Set having promoted the events as such (compared with 50% of unregistered schools) and 76% of schools in the Get Set network having done so (compared with 55% of schools not in the network).

Schools in London and the South East were most likely to have promoted visits from sports champions as Olympic or Paralympic activities (22% and 21% respectively).

Around a quarter of schools and colleges (27%) were involved in other events or activities in PE and Sport linked to the Olympic Games and Paralympic Games. Three quarters of the schools that took part in other events had also taken part in one of the previously listed events (75%), suggesting a strong overlap between the schools who took part in the listed events and those who took part in other events. Involvement in other events and activities was highest in secondary schools (44%). Schools in London and the East of England were also more likely to have taken part in other activities or events (35% of schools in each).

An Olympic themed school sport day or event was the most popular additional activity (9% of all schools, 32% of schools that were involved in other events). Table 17 shows all events or activities mentioned by 2% or more of schools and colleges.

<i>Table 17 - Other events or activities linked to the Olympic Games and Paralympic Games</i>	
	<i>Total</i>
	<i>(1500)</i>
	<i>%</i>
<i>Olympic-themed school school sport day or event</i>	<i>9</i>
<i>Inter-school competitions</i>	<i>5</i>
<i>'Mini Olympic' style games</i>	<i>4</i>
<i>Athletes visiting school</i>	<i>2</i>
<i>School school sport partnership games or events</i>	<i>2</i>
<i>Specific school sport</i>	<i>2</i>
<i>Events related to Olympic Values</i>	<i>2</i>
<i>Base: All schools/colleges</i>	

Secondary schools were more likely to have been involved in an Olympic themed school sports day or event (19% of all secondary schools), while primary schools were more likely to have taken part in a 'Mini Olympic' style Games (5% of all primary schools).

Amongst the schools and colleges that had been involved in any Olympic and Paralympic-related events, just over half had involved the whole school/college in these events (52%) and around a quarter had involved specific year groups (24%) as shown in Table 18. Only a very small proportion of schools had restricted participation of these events to just those pupils who were most involved in school sport (3%) or studying for a sport related qualification (1%); this was true even in secondary schools (7% and 5% respectively), suggesting that these types of events and activities were felt to have wide appeal.

<i>Table 18 - who has been involved in Olympic and Paralympic-related events</i>					
	<i>Total</i>	<i>Primary Schools</i>	<i>Secondary Schools</i>	<i>Special schools</i>	<i>FE Colleges</i>
	(1194)	(556)	(483)	(72)	(83)
	%	%	%	%	%
<i>The whole school</i>	52	53	50	53	29
<i>Specific year groups</i>	24	25	26	26	1
<i>Pupils/students most involved in PE and sport</i>	3	1	7	6	25
<i>Specific classes</i>	2	1	4	1	8
<i>Pupils/students studying sport (e.g. GCSE, BTEC, A-level)</i>	1	*	5	-	24
<i>Teachers/ school staff</i>	1	1	2	6	4
<i>High achievers in PE and Sport</i>	1	1	2	1	2
<i>Specifically selected pupils</i>	1	1	1	-	-
<i>Don't Know</i>	8	9	4	4	8
<i>Base: All schools/colleges that have been involved in Olympic and Paralympic-related events</i>					

Only in FE colleges was involvement in events particularly focused on those most involved in sport and PE, with a quarter of FE colleges surveyed indicating that these events were participated in only by students most involved in PE and sport (25%) or students studying sport (24%). FE colleges were least likely of all school types to say that these events involved all students (29%).

Schools in London were more likely to say that the whole school was involved (67%) and schools and colleges registered with Get Set and in the Get Set network were more likely than other schools to involve the whole school in activities (55% and 60% respectively).

Schools which were classified as more engaged and with high school sport participation (see segmentation section 3.1.1) were more likely to involve the whole school in Olympic events: 69% of more engaged/ high participation schools included the whole school, falling to 43% of schools with little or no engagement and high participation in school sport. However, level of engagement was more of a factor than sport participation levels, with schools that were more engaged but with low participation having an equally high likelihood of including the whole school (64%) as those with high participation, suggesting that engagement and involvement is influencing schools despite participation levels.

Schools who had integrated the Olympic and Paralympic Values into lessons were more likely to have included the whole school (62% compared with 45% of schools that had not integrated the Values).

Findings from the **case studies** demonstrated that awareness of the upcoming Olympic Games and Paralympic Games amongst partnership staff (PDMs, SSCOs, PLTs/SLTs and FESCOs) was high and in most cases they were also aware of the Get Set programme. However, participants experienced difficulties in disentangling the impact of the SSP structure, funding and wider initiatives to increase uptake of school sport and PE from that of the Olympic Games and Paralympic Games and the Get Set Programme. These share the same primary aims of increasing participation in sport.

Other programmes aimed at improving the health of pupils such as the Healthy Schools programme were highlighted as additional factors impacting on the sporting activities of schools. The numerous factors impacting on participation in school sport were said to mask the direct impact of the Olympic Games and Paralympic Games and the Get Set Programme.

“There’s a massive shift in school sport offered and pupils taking part, but I wouldn’t say that was directly related to the Olympics” (PDM).

The level of interest and engagement in the Olympic Games and Paralympic Games and the Get Set programme varied across the eight partnerships. For example, almost all of the secondary schools had introduced new school sports and were involved with schemes that had existed prior to their incorporation into the Get Set Programme such as Lloyds TSB National School Sports Week and the Young Ambassadors programme.

However, only a handful of schools had introduced their own PE/sport Olympic and Paralympic-inspired activities, links with Olympians/Paralympians or activities in the general curriculum. Variation did not appear to be linked to scores on participation rates or proximity to an Olympic Games and Paralympic Games site as anticipated. Instead, having a passionate, active champion to steer the programme forward was viewed as the biggest driving factor most often by the PDM, SSCO or a head teacher. With their motivation and support, schools could effectively plan and implement structures and activities both within a PE/ sport context and in the wider curriculum.

“I seriously believe that to make an education programme work it has to come through your senior leadership, it has to be cascaded through the school. It cannot be somebody trying to prod away. You’ve got to be able to influence your whole school community” (SSCO).

For example, one PDM had only found out about the Get Set programme as a result of the research, and another had only sent an information letter to schools without

following this up. Take-up in these partnerships was low with minimal impact on the wider curriculum. In comparison, other PDMs had been aware of the programme as a result of earlier roles as Young Ambassadors or demonstrated a personal motivation to ensure that the programme succeeded. Take-up in these partnerships appeared to be higher with more impact on the other teaching staff and the wider curriculum.

The attitude and behaviour of the PDM impacted on the activities of the other partnership staff. For example, some of the SSCOs had attended Get Set meetings run by their PDMs either at partnership level or across a number of partnerships. These meetings introduced the Get Set programme and supplied relevant information regarding registering on the website (See Best practice example 1). These SSCOs appeared equipped to implement the programme within their schools.

Other teaching staff were not interviewed as part of this research and therefore information regarding the wider use of the Olympic Games and Paralympic Games and awareness of the Get Set programme was based on views expressed by SSP staff and therefore predominantly focused on PE and Sport.

There was a perception amongst some of the PDM/PE staff that interest in the Olympic Games and Paralympic Games was slowly beginning to grow amongst other teaching staff and would increase as the London 2012 Games grew closer. However, at this point in time, the London 2012 Games were viewed as being too far in the future for most teachers to be focused on during lessons. Teachers that were already incorporating the London 2012 Games into the curriculum were said to be those with a personal interest in sport and the Olympic Games and Paralympic Games.

“We tend to be preaching to the converted because we’re talking to the PLTs who tend to be people who are interested in sport” (PDM).

Best practice example: Communication

In one partnership, a highly motivated PDM had organised meetings with the SSCOs and FESCo to introduce the Olympic Games and Paralympic Games and the Get Set programme. During these meetings, the staff were encouraged to register on the Get Set website under the guidance of the PDM. The website materials were explored and discussions were held to plan how these materials could be used in PE/Sport and the wider curriculum. This had a very positive effect on the enthusiasm and take-up of the programme.

5.3 Pupil awareness and views of Olympic Games and Paralympic Games

There was almost universal awareness of the Olympic Games among pupils and students, with 96% saying that they had heard of the Olympic Games. Awareness was particularly high across secondary schools and FE colleges (Table 19):

	Total	Primary Schools	Secondary Schools	FE Colleges
	(1264)	(367)	(697)	(200)
	%	%	%	%
Heard of Olympic Games	96	92	98	98
Heard of Paralympic Games	80	54	90	90
Awareness that Games will be in London in 2012	86	70	92	94
Base: All pupils/ students				

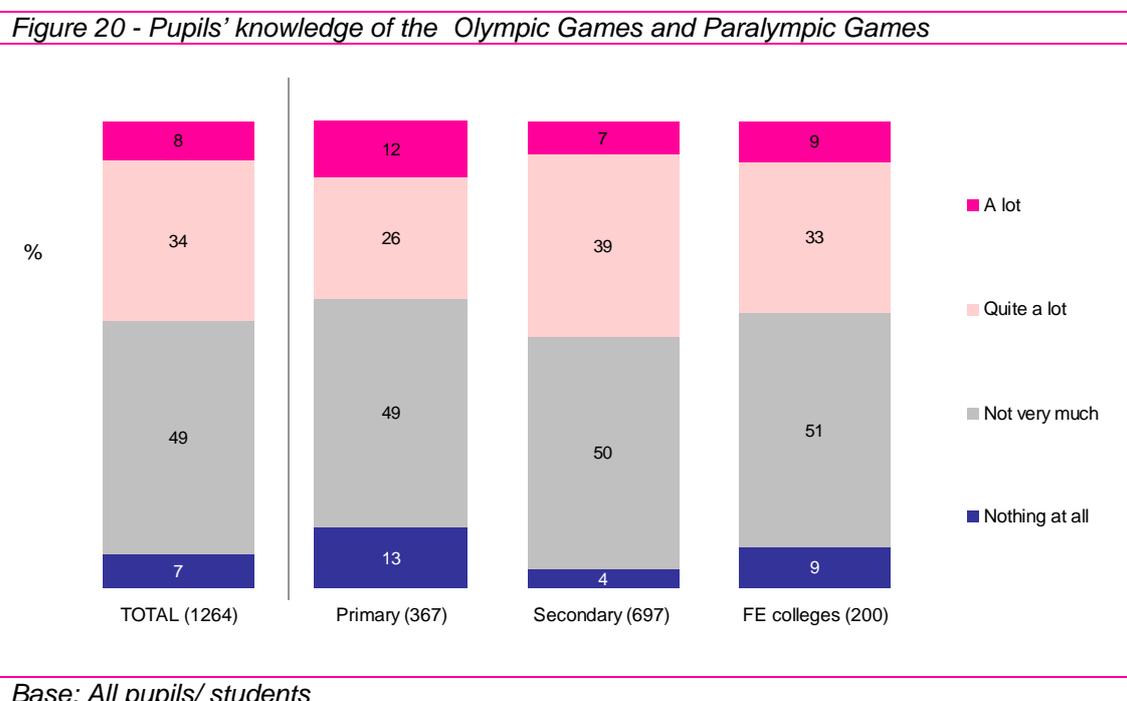
There was also high overall awareness of the Paralympic Games although, as might be expected, older pupils and students and those in FE colleges were more aware of the Paralympic Games than primary pupils. In secondary school, awareness was particularly high among pupils in years 10 to 13 (94%). Half of primary pupils were aware (54%), compared with 90% awareness among pupils in other schools and FE colleges.

Pupils in schools classified as more engaged or with limited engagement were more likely to have heard of the Paralympic Games than pupils in schools with little to no engagement. This was the case whether participation in sport was high or low, indicating that engagement was driving awareness rather than participation in school sport (79% of pupils in more engaged/low participation schools had heard of the Paralympic Games and 87% at limited engagement/low participation schools compared with 64% of pupils in schools with little or no engagement but high participation).

Almost nine in ten pupils and students were aware that the next Olympic Games and Paralympic Games would be held in London in 2012. Again, awareness of this was lower among the younger pupils in primary schools, although seven in ten primary pupils did know this (70%). Awareness was not significantly higher for pupils in London or the South East.

Pupils in schools classified as more engaged or with limited engagement were again more likely than pupils in schools with little or no engagement to know that the Olympic Games and Paralympic Games are to be held in London in 2012, regardless of whether participation in sport was high or low.

Most pupils and students said that they knew something about the Olympic Games and Paralympic Games (92%) but less than half of pupils and students said they knew a lot or quite a lot (43%). Less than one in ten pupils and students thought that they knew a lot about the London 2012 Games. Secondary pupils were more likely to say they knew anything (95%) than primary pupils (87%).



Pupils were prompted with a list of past and present Olympic Games and Paralympic Games mascot names and asked whether they knew which the mascots were for the London 2012 Games, pupils were not shown pictures of the mascots.

Sixteen per cent of pupils and students were able to correctly identify the Olympic Games and Paralympic Games mascots as Wenlock and Mandeville, which was the most frequent response (Table 21). Primary school pupils were the most likely to know this (21%). High numbers of pupils and students responded 'Don't Know' to this question, with a small proportion guessing incorrectly. It is likely that higher numbers of pupils would have correctly identified the mascots if visuals had been provided.

<i>Table - Names of mascots for the London 2012 Games</i>				
	(1264)	(367)	(697)	(200)
	%	%	%	%
<i>Wenlock and Mandeville</i>	16	21	16	10
<i>Tip and Tap</i>	9	7	10	7
<i>Zakumi and Striker</i>	7	8	7	3
<i>Syd, Millie and Oly</i>	5	5	6	4
<i>Miga and Quatchi</i>	4	3	4	7
<i>DK</i>	58	56	56	72
<i>Base: All pupils/ students</i>				

Pupils were shown a prompted list and asked which statements reflected the main benefits of the Olympic Games and Paralympic Games being held in London in 2012. Primary pupils were shown a shorter list and asked to select the one 'best thing', while secondary and FE pupils were shown a longer list and asked to select their 'top three things'.

For primary school pupils, the best thing about the Olympic Games and Paralympic Games being held in London were (prompted list):

- It will get more people to take part in sport (27%)
- Can go to watch it (20%)
- Having famous sports stars in the country (19%)
- Will have better understanding of different countries (17%)
- More people from other countries will visit England (15%)

Getting more people to take part in sport was the most frequently mentioned benefit by primary pupils, although all the benefits listed were mentioned by at least a sixth of pupils.

Among secondary schools pupils and FE students, who were shown a wider range of benefits; the top things about the Olympic Games and Paralympic Games being held in London were:

- It promotes sport and fitness (44%)
- It will get more people to take part in sport (33%)
- It is good for the UK (30%)
- It will create jobs (26%)
- People will want to be fitter and lead healthier lives (25%)
- It will increase tourism (24%)
- I can go and watch it (22%)

- Will have better sports facilities in London (22%)
- More people will be proud to be British (21%)
- Better understanding of different people and cultures (18%)
- Good for British athletes (15%)
- Having famous sport stars in the country (12%)
- It is good for London (8%)

Amongst secondary and FE pupils, the most frequently mentioned benefits focused around encouraging people to do more sport and the health benefits (It promotes sport and fitness (44%), it will get more people to take part in sport (33%) and people will want to be fitter and lead healthier lives (25%)). A high proportion also felt it would have economic benefits creating jobs (26%) and increasing tourism (24%) and generally be good for the UK (30%). Less than one in ten (8%) felt a key benefit would be that it was good for London, which did not vary by region. However, more pupils in London and the East of England thought that one of the best things was that there would be better sport facilities in London (34% and 28% respectively).

Findings from the **case studies** also indicated that on the whole, pupils' and students' levels of awareness of the Olympic Games and Paralympic Games being held in London in 2012 were high. Similarly, and as might be expected, the knowledge of primary and special school pupils was slightly lower than that of secondary and FE colleges. Sources of awareness were identified as television, newspapers, the internet and friends or family members. Secondary school pupils and FE students were generally able to list a comprehensive range of sports that would feature in the Olympic Games and Paralympic Games such as football, athletics, basketball, gymnastics, swimming, cycling, weight lifting, Judo and boxing as well as some Paralympic sports including wheelchair basketball. Many of them had watched events during the previous Olympic Games and Paralympic Games.

The biggest benefit of the 2012 Olympic Games and Paralympic Games for both the pupils and students appeared to be the excitement and inspiration it created amongst the schools/colleges, the wider community, and the whole country. This was said to impact not only on those who played the sport themselves by inspiring them to achieve, but also less sporty individuals, possibly motivating them to participate in a sport. The impact was perceived to be stronger when a connection was felt with particular athletes, such as those from their own country/background or who participated in a sport they played.

A number of pupils/students had the opportunity to meet past, current and potential Olympic and Paralympic athletes, and this was said to be particularly inspirational (discussed further in Best practice example two overleaf).

“Watching the people do it, makes you want to do it yourself!”
(Pupil, primary school).

“It inspires you. When you’re at the gym and its [Olympics] on the TV!”
(Student, FE college).

“It will be really good to go to London and see some of the famous athletes!”
(Pupil, primary school).

This view was by no means solely in relation to the Olympic athletes, as many positive comments were made regarding the Paralympic Games and athletes, particularly in schools where there was a strong link with special schools or an effort had been made to introduce Paralympic sports such as wheelchair basketball and Boccia. The overwhelming view was that these athletes had overcome major obstacles for their sporting achievements and should therefore be supported and respected. One PDM had arranged for a wheelchair basketball Paralympian to visit schools and he was spoken about with a great deal of admiration. According to the PDM, following this visit she received many requests from the pupils for their own wheelchairs to play wheelchair basketball.

“The Olympics is always fair because people from different cultures and countries, they all come from different countries to one place and then they challenge each other. But sometimes they might be disabled so they made their own special Paralympics for the disabled people to do” (Pupil, primary school)

“I like watching people who know that they’ve got a disability but like to do something with their lives” (Pupil, primary school).

“They practiced seated basketball and that was very inspiring for them because a lot of them wanted to go back and buy the wheelchairs!” (PDM).

The multi-culturalism of the UK meant that different pupils/students would be supporting a wide range of countries in the 2012 Olympic Games and Paralympic Games, aside from the UK; or even supporting more than one country. For example, in one secondary school discussion, pupils appeared to be supporting at least three countries not including the UK. For a number of the pupils and students the opportunity to watch your home country participate in a major sporting event was said to be very rare or even once-in-a-lifetime. There was a general perception that this increased the level of excitement and anticipation as well as pride in their home or parents’ home country.

“My mum [...] really likes cheering her country on and it’s just nice to watch our country run and if they win it’s nice because to have that feeling inside of you like you know that they’ve won and you’ve cheered them on” (Pupil, secondary school).

In addition, the 2012 Olympic Games and Paralympic Games were said to inspire pride in the UK, especially when the new stadiums and facilities were shown in the news or sporting heroes appeared on the television. Some pupils in partnerships that were near to Olympic and Paralympic venues, not only in London, had had the opportunity to visit the venues and see the construction. They expressed pride and excitement about visiting these venues and were hopeful that they might be able to watch a live event in 2012. Pupils and students felt that the whole country would be affected by the positive atmosphere. Excitement was also expressed regarding the athletes and tourists that would be visiting next year.

“It’s good to know that it’s happening in the UK because sometimes you can drive past it and know something good’s happening around you [...] wow it’s really happening [...] people from all over the world are coming here to do sport” (Pupil, secondary school).

Additional benefits that were briefly mentioned included:

- Increased participation in sport
- Local jobs – both in construction and the live events
- Post Olympic sporting facilities – such as the velodrome, swimming pools and main stadium

Levels of knowledge regarding the Olympic Games and Paralympic Games varied more widely across pupils in special schools depending on the nature of the young people’s disabilities. Pupils tended to be aware that Olympic Games and Paralympic Games were taking place in London soon but it could be difficult for them to grasp timescales due to the time delay. There was a level of awareness of certain sports to be included, such as swimming, running, basketball, and football. Excitement was expressed, but this was in fairly general terms and it was unclear whether pupils were actually able to visualise at this stage what the Olympic Games and Paralympic Games would involve. Higher functioning pupils highlighted the opportunity provided by the London 2012 Games to demonstrate that disabled athletes have as much skill as other athletes.

“... we may be different on the outside, but on the inside we’re all the same. All the people forget that until the Olympic Games and Paralympic Games come around” (Pupil, special school).

There was very limited evidence from the discussions that the 2012 Olympic Games and Paralympic Games were being promoted in a cross curricular manner. This is because PE teachers may not be aware of the activities of other teachers. However the partnership and teaching staff felt that the 2011/2012 academic year (as the Olympic Games and Paralympic Games draw nearer) would see a greater focus on the Olympic Games and Paralympic Games across the entire curriculum including maths, geography, and humanities. Only two schools appeared to have made a conscious effort to incorporate elements of the London 2012 Games in a cross curricular manner, spear-headed by the internal curriculum leaders. Suggestions for how to incorporate the Olympic Games and Paralympic Games into the wider curriculum included exploring the economics of the event such as the cost of the stadium and potential for profit-making.

"...looking at other ways in which that the Olympics work, e.g. the economics of London 2012 Games. Perhaps we need to think of doing it more outside of sport.

Best practice example: Inspiration

About three years ago, Dame Kelly Holmes visited schools in an area and discussed her life journey and how she achieved her goals. The pupils still spoke about the visit and viewed her story as interesting and inspirational because she had come from an ordinary background but had worked extremely hard to succeed in her sporting career.

"She is an average person who worked hard to get where she is" (Pupil, secondary school).

Best practice example: Multiculturalism

One school had introduced an activity during the Football World Cup which effectively incorporated both exercise and links with other countries. Each class were given a team and followed the progress of that team throughout the tournament. They also played football against the other classes. They were planning to introduce a new version for the Olympic Games and Paralympic Games.

6. Are schools and colleges using the Olympic and Paralympic Games and Values to support their PE and School Sport objectives to increase take-up of sporting opportunities?

This chapter of the report examines the extent to which schools and colleges were utilising the Olympic and Paralympic Games and Values in order to encourage a greater interest and uptake of sport and, how they were doing it. The relevant findings from the teacher and pupil surveys are discussed, including the introduction of new school sport activities and other learning related to the Olympic Games and Paralympic Games, as well as the case studies.

6.1 School sport activities introduced in schools and colleges

A third of schools and colleges surveyed (31%) attributed the introduction of new school sport activities to being involved with Get Set or Olympic and Paralympic related events and activities. This proportion was significantly higher amongst secondary schools and FE colleges; with about half (53% and 49% respectively) claiming new school sport had been introduced as a result.

	(1500)	(800)	(500)	(100)	(100)
	%	%	%	%	%
No new school sport introduced	67	71	45	67	51
Any new sport introduced	31	27	53	33	49
Any games	19	15	39	28	40
Any athletic or gymnastic activity	17	16	24	8	18
Any outdoor and adventurous activities	10	7	24	14	19

Base: All schools/colleges

Further, involvement in events and activities related to the Olympic Games and Paralympic Games showed a link to the introduction of new school sport, with 39% of those who had been involved in Olympic/Paralympic events also having introduced new school sport. Only 9% of schools and colleges which had not been involved in Olympic/Paralympic events had introduced new school sport activities. Schools in which the Olympic and Paralympic Values had influenced activities a great deal or quite a lot were also more likely to have introduced new school sport, with 55% having done this compared with 25% of those who had integrated the Values a little or not at all (The influence of the Values on activities is covered in full in Chapter 7).

In terms of engagement and participation segments¹⁴, those schools classified as being more engaged were more likely to have introduced new school sport activities (56% of schools that were more engaged had introduced new school sport compared with 14% of schools with little or no engagement). This was the case regardless of the level of school sport participation (57% of more engaged/ low participation schools introduced new school sport, compared to 56% of more engaged/ high participation schools and compared with only 35% of limited engagement/ high participation schools).

Those registered with Get Set were also more likely to have introduced any new school sport activities (37% compared with 25% of schools not registered) and those schools involved in the Get Set network were even more likely to have done this (50%). This, in turn, reflected the higher proportion of these institutions which were involved in events and activities related to the London 2012 Games.

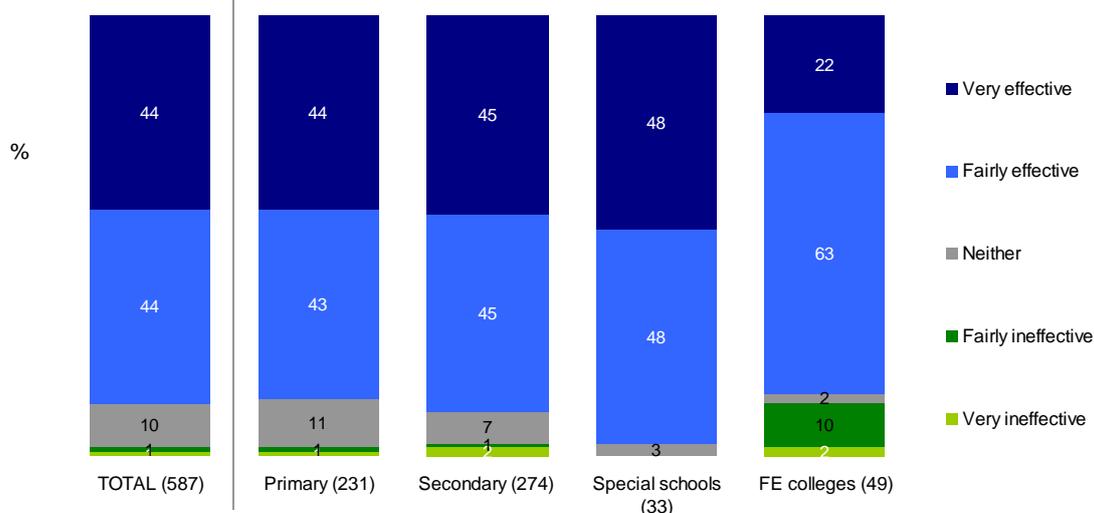
Around a fifth had introduced new games (19%) or athletic or gymnastic related activities (17%) and one in ten schools had introduced outdoor and adventurous activities (10%). The latter were introduced more so, perhaps not surprisingly, with older pupils and students in secondary schools (24%) and FE colleges (19%).

The individual sporting activities most likely to have been introduced were athletics (track and field events, running races or jumping) (8% of all schools), Boccia (4%) and martial arts (3%). Boccia was particularly likely to have been introduced in special schools (14%), secondary schools (11%) and FE colleges (10%). Martial arts were more likely to have been introduced in secondary schools (7%).

Across all schools and colleges that had introduced new school sport activities the majority of teachers (88%) felt that these were an effective way of involving children who were usually less engaged with sport and PE, with 44% thinking that they were very effective.

¹⁴ The classification of schools into engagement and participation segments is described in section 3.1.1

Figure 23 - Effectiveness of new school sport with less engaged children



Base: All schools/colleges that have introduced new school sport activities

FE colleges were more likely to feel that new school sport activities were not effective in involving students who were less engaged with school sport and PE (12% fairly ineffective/ very ineffective).

Whether the school was registered with Get Set did not affect the likelihood of teachers thinking that new school sports were effective. Schools and colleges in the Get Set network were more likely to think that this had been effective (94% compared with 86% of schools and colleges not in the Get Set network).

The new PE and sport activities which teachers felt had proved more appealing to less engaged pupils, included athletics (track and field events, running races or jumping, 16%), Dodgeball (5%), Boccia (5%), martial arts (5%), golf, putting, pitch and putt (4%), archery (4%) and basketball (4%). Athletics was particularly effective among less engaged pupils at primary schools (21%). Boccia proved most engaging in special schools (21%), FE colleges (13%), and secondary schools (9%), in keeping with the higher introduction rate in these school types.

6.2 Pupils trying new school sport and activities in the last school year

Pupils and students were also asked if they had tried any new school sport in the last school year. Approaching two thirds (63%) of pupils reported having tried new school sport, and activities at school in the last school year. This was highest among primary school pupils (74%), then secondary pupils (62%), while just under half of students in FE colleges recalled having done this (46%). Pupils in the North West (73%), West Midlands (72%) and London (71%) were most likely to report having tried new school sport in the last year.

The following new sports were undertaken by pupils at school in the last school year (mentions over 10%):

<i>Table 24 - New school sport pupils done at school in last school year</i>				
	<i>Total</i>	<i>Primary Schools</i>	<i>Secondary Schools</i>	<i>FE Colleges</i>
	(787)	(275)	(421)	(91)
	%	%	%	%
<i>Gym, gymnastics, trampolining or climbing frame</i>	42	32	45	56
<i>Athletics, track and field events, running races or jumping</i>	36	45	29	28
<i>Dodgeball</i>	33	34	32	38
<i>Swimming, diving or life saving</i>	30	51	18	30
<i>Basketball</i>	28	29	23	52
<i>Aerobics, keep fit etc</i>	28	32	24	32
<i>Tennis</i>	25	27	21	38
<i>Badminton and other shuttlecock games</i>	23	9	27	48
<i>Rounders</i>	22	5	29	35
<i>Volleyball</i>	20	11	21	43
<i>Table tennis</i>	19	14	19	35
<i>Orienteering</i>	18	13	19	26
<i>Baseball or softball</i>	17	14	17	24
<i>Climbing</i>	17	27	11	15
<i>Cycling</i>	15	18	12	21
<i>Cross country, jogging or road running</i>	14	-	18	38

Base: All pupils/ students who have done new school sport in the last year

The sport that pupils were most likely to have tried for the first time was gymnastics, trampolining or climbing frame, with just under half of pupils who had tried new school sport having done this (42%). This was highest in secondary schools (45%) and FE colleges (56%).

Swimming, diving or lifesaving was most likely to have been tried for the first time by primary school pupils (51%), with lower numbers of secondary and FE college pupils reporting having done swimming, which may well principally reflect differences in the age of the pupils. FE college students were more likely to have tried basketball (52%), badminton (48%), volleyball (43%) and table tennis (35%) than other pupils, and generally to have tried a wide range of new school sport. This might reflect the fact that those taking part in sport at FE colleges were more likely to be only those studying sport or PE and who were highly engaged with sport.

6.3 Learning related to the Olympic Games and Paralympic Games

Four in ten pupils said that they had learnt or done something related to the Olympic or Paralympic Games in the last school year (39%). This was highest among primary school pupils, half of whom said they had learnt or done something (51%). Fewer pupils in secondary schools had learnt or done anything related to the Olympic Games and Paralympic Games (37%) and the proportion was lowest among students at FE colleges (22%).

Pupils in the West Midlands and South East were most likely to have done something relating to the Olympic Games and Paralympic Games (51% and 50% respectively), while pupils in London were no more likely to have done anything related to London 2012 Games than pupils in other areas of the country (31%). Pupils who reported having tried new school sports were more likely to report having learnt anything about the Olympic Games and Paralympic Games than pupils who had not tried new school sports.

Pupils in schools with little or no engagement and low school sports participation were least likely to have learnt anything about the Olympic Games and Paralympic Games, with 20% having done so (all other engagement and participation segments showed levels between 40 and 49%).

Of those who had learnt or done something about the Olympic Games and Paralympic Games in the last school year, six in ten said this took place in PE and Sport lessons (62%). A third had learnt something in other lessons (32%) and fewer in after school clubs (15%) and assembly/form time (11%).

Students in FE colleges, who had learnt or done something about the Olympic Games and Paralympic Games in the last school year, were more likely than those in other school types to have done this in PE or sport lessons (82%). Secondary pupils, who had learnt or done something about the Olympic Games and Paralympic Games in the last school year, were more likely than primary pupils and FE students to say that learning about the Olympic Games and Paralympic Games had taken place in a different lesson (39%, compared with 25% in each of primary and FE colleges). Learning in lessons other than PE was particularly prominent for pupils in years 7 to 9 (42%).

Pupils in schools where at least 50% of pupils participate in at least three hours of high quality PE and out of school hours sport a week were more likely to report having learnt or done something Olympic related in PE lessons (66%) compared with pupils in schools where less than 50% of pupils participate in this level of PE (52%).

Secondary and FE pupils who said that they had learnt or done things related to the Olympic Games and Paralympic Games at school/college in the last school year in lessons other than PE were then asked in which lesson(s) this had taken place.

A third had learnt something in history/geography (36%), followed by PSHE/citizenship (25%) and design, technology and ICT (18%). One in ten pupils had learnt something during an enrichment week (9%).

<i>Table 25 - Lessons in which learnt or done something related to the Olympic or Paralympic Games</i>	
	<i>Total</i>
	<i>(113)</i>
	<i>%</i>
<i>History or geography</i>	<i>36</i>
<i>PSHE/ citizenship</i>	<i>25</i>
<i>Design, Technology or ICT</i>	<i>18</i>
<i>Enrichment week</i>	<i>9</i>
<i>English</i>	<i>7</i>
<i>Enterprise, business studies or lifelong learning</i>	<i>6</i>
<i>Maths or sciences</i>	<i>6</i>
<i>Art, music or drama</i>	<i>4</i>
<i>Foreign languages</i>	<i>2</i>
<i>Base: All pupils/ students in secondary schools and FE colleges who have done something related to the Olympic Games and Paralympic Games in lessons other than PE and sport</i>	

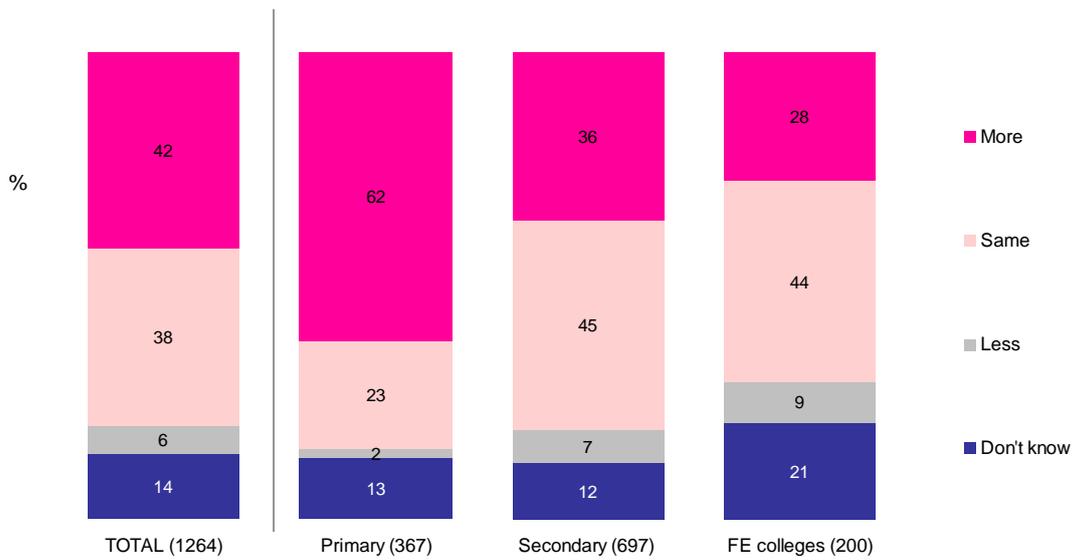
All pupils in schools and colleges were asked if learning about the Olympic Games and Paralympic Games at school made...

- lessons and activities more, or less fun and interesting?
- them want to do more or less PE and sport?

Four in ten pupils and students thought that learning about the Olympic Games and Paralympic Games at school made lessons and activities more fun and interesting (42%).

Pupils in primary schools were particularly likely to think that learning about the Olympic Games and Paralympic Games made lessons more fun (62%). Only a small proportion thought learning about the Olympic Games and Paralympic Games made lessons less fun. Those in FE colleges were more likely to say 'Don't Know' to this, probably due to the fact that lower numbers of FE students had learnt or done something related to the Olympic or Paralympic Games in the last school year (only one fifth of FE students had learnt about the London 2012 Games).

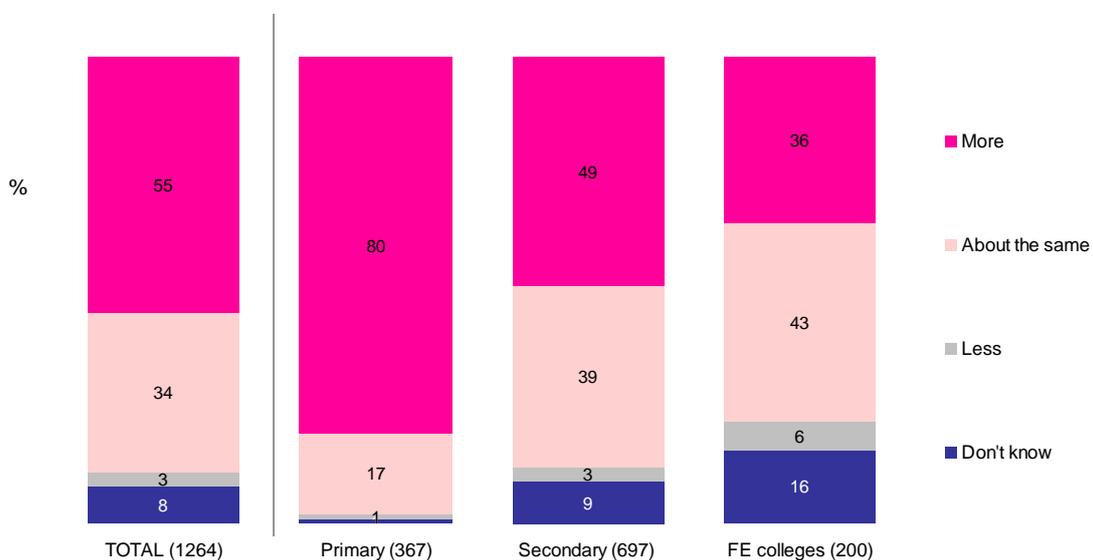
Figure 26 - Whether learning about the Olympic Games and Paralympic Games at school makes lessons activities more or less interesting and fun



Base: All pupils/ students

Over half of pupils and students said that learning about the Olympic Games and Paralympic Games will make them want to do more PE and sport (55%).

Figure 27 - Whether learning about the Olympic Games and Paralympic Games will make you want to do more or less PE and sport



Base: All pupils/ students

Primary pupils were again more enthusiastic, with 80% saying that learning about the Olympic Games and Paralympic Games will make them want to do more PE and Sport. Half of secondary pupils said it will make them want to do more PE (49%), falling to only a third of FE students (36%).

The **case studies** identified a wide range of ways in which primary, special and secondary schools and FE colleges were utilising the Olympic and Paralympic Games and Values to encourage greater interest and uptake of PE and sport. These will firstly be listed and then discussed further in section 6.5.

A wide variety of new school sport had been introduced as a result of the SSP and the Olympic Games and Paralympic Games in 2012, mostly in the secondary schools. This included ordinary and Paralympic sports such as: handball; boccia; golf; multi-skills; cricket; fencing; judo; sailing; rowing; rock-climbing; kayaking; boxercise, yoga, and cycling. The introduction was often a taster session, however the popularity of many of the sports had led to their inclusion in the official school sports calendar.

In addition to the introduction of new sports, a wide variety of other activities had also been introduced. These are briefly described below:

Notice boards

Some schools had dedicated notice boards with a countdown towards the Olympic Games and Paralympic Games in 2012. These often included Get Set materials such as the Olympic and Paralympic Values or images of athletes. The notice boards were said to provide visual reminders for the children about the timeline and the Values as well as a space where activities could be advertised and reported back on.

Olympic and Paralympic Values leadership award

A number of schools were running some kind of leadership award either within their own school or across the partnership. Pupils were given points for achieving one of the Olympic and Paralympic Values (respect, excellence, friendship, courage, determination, inspiration and equality) and these points were recorded. The pupils with the most points in each category at the end of the term were rewarded. This activity aimed to reward not only excellence in sport but also excellence in important Values such as friendship and respect.

Links with Olympians and Paralympians

Links with and visits by Olympic and Paralympic athletes had taken place in many of the schools. Most schools did this by arranging for an athlete to visit the school and give a talk. One partnership had gone further and each school had 'adopted' an Olympian who would deliver an assembly about themselves with the 'class of 2012'. The children would take photos and write a report about the assembly; while the Young Ambassadors would keep the Olympic and Paralympic notice board up-to-date with their athletes' newspaper cuttings, and training timetables. In the future, other classes would use this material in the wider curriculum such as running statistics with the times.

Get Active 2012 and Olympic passports

Get Active 2012 and Olympic passports had been introduced in certain schools. These were paper booklets or 'passports' that pupils filled in with their sporting activities over the last 6 weeks and what they enjoyed most. An award was given in cases where pupils participated in a certain number of activities (An example is provided in Appendix F).

Playground to podium scheme

This scheme also made use of passports however; it was aimed at disability talent identification (An example is provided in Appendix F). These were again paper booklets or 'passports' that pupils filled in with their sporting activities but these would be retained throughout their schooling and would move from school to school with them. Previous problems with children moving special schools and staff not being made aware of their sporting likes, talents and achievements led to the development of this scheme.

Young Ambassadors

Almost all of the schools were involved in the Young Ambassadors programme which had been running for a number of years before being moved onto the Get Set programme. The Young Ambassador pupils received training in their role, attended meetings with other Young Ambassadors, made presentations in the secondary and primary schools about the Olympic and Paralympic Games and Values, and ran sport coaching sessions in schools.

Lloyds TSB National Schools Sports Week

All of the secondary schools had some involvement in National School Sports Week. However, the specific activities undertaken as part of NSSW varied considerably from mini-Olympic style Games to business school related activities such as selling an Olympic and Paralympic product.

Competitive sports

Many competitive sports had been introduced in the schools (mostly secondary schools) and colleges including tennis, football, cricket and mini-Olympic style events. A number of Intra-and inter-school/SSP matches had been held in various partnerships.

Links between primary and secondary schools

In most partnerships, strong links had been forged between the primary schools and the secondary schools, and smaller links with some FE colleges, mainly to utilise their sports facilities. These links included visits from the secondary schools' Young Ambassadors to conduct assemblies about the Olympic and Paralympic Games and Values. In addition, the PDMs arranged a variety of training sessions for the PLTs such as gymnastics coaching skills, skipping coaching skills, and PE skills.

International links

A few schools had created links with schools outside of the UK. This was generally not the result of the Olympic Games and Paralympic Games or the Get Set programme. However, some of these links were being used in innovative ways to find out about the sporting activities of the other country (see Best practice example below).

Other activities

Some PDMs and schools had organised more unusual and innovative events linked to the Olympic and Paralympic Games and Values, these included:

- An attempt to beat a world record of 25,000 people dancing at the same time.
- One special school was clocking up rowing time in the gym in an attempt to row from London to Athens.
- 'Enrichment days', whereby one college focussed on the Values and the students were split up into teams and each team focussed on a different value, for example for determination, the students took part in a blindfolded obstacle course.
- One primary school had introduced a "*Wake and shake*" early morning exercise for the pupils, designed to wake them up and get them prepared for the day ahead.

Special schools boasted a comprehensive range of mainstream and specialist sport, some of which had been more recently introduced. Some schools had conducted an assembly to briefly introduce the Olympic Games and Paralympic Games and the Values. This may have been conducted by the Sports Ambassadors from the secondary school.

6.4 Levels of engagement

Within the **case studies**, there was an overwhelming view that school/college staff and pupils would probably not consider the above activities and events to be linked to the Get Set programme. Although many schools and some colleges had engaged with Olympic and Paralympic related activities, the sports staff interviewed felt very few other staff or pupils/students made a direct link.

“There’s massive shift in sports offered and pupils taking part, but I wouldn’t say that was directly related to the Olympics” (FESCO).

This was thought to be for a number of reasons including a lack of branding by PDMs and schools/colleges, PDMs and SSCos/FESCos passing on materials or activities from the website without giving information regarding the source, and events such as NSSW and the Young Ambassadors had been around for a number of years before being moved into the Get Set programme.

The results from the pupils survey discussed earlier indicated that four in ten pupils felt they had learnt something related to the Olympic Games and Paralympic Games in the last school year. Whilst there might be some over claim (given the pupils were told that the study was about the impact of the Olympic Games and Paralympic Games on PE and sport in school), these findings do suggest that sports staff might be unduly pessimistic about the extent to which pupils might appreciate these links.

There was a predominant view amongst staff that the next academic year would see a much greater focus by schools on the Olympic Games and Paralympic Games. (This view was supported by the survey of sports teachers as discussed more fully in the next chapter). Primary age pupils and special school pupils especially were thought to engage far better with events closer to the date – consequently, teachers in those sectors intended to focus more on the Olympic Games and Paralympic Games from July 2011 onwards. This would also discourage a loss of interest over such a long time frame.

“We’re very much building up to the Olympics – we don’t want to shoot all the bolts at once” (PLT, primary school).

“if you tell them [primary pupils] about the Olympics, they’ll think its next weekthe main things we are implementing are for July and then September next year” (Head teacher, primary school).

Staff highlighted the importance of *'bringing the London 2012 Games to the kids'* to make it more real and relevant for them. Suggestions as to how this had been achieved included arranging for athletes to visit the schools and colleges to give a talk about their experiences and interact with the pupils/students, or arranging a trip to see the construction of an Olympic and Paralympic venue or an unusual live sporting event, such as badminton. As mentioned, visiting athletes were viewed positively by both staff and the pupils/students as they provided an opportunity to demonstrate that most athletes are *'ordinary'* people who had worked hard to succeed in their discipline.

"You need somebody from outside, from Get Set, or an athlete or somebody they know, it can be a local athlete, it can be anybody who's enthusiastic" (Head, primary school).

"I think the Olympics represents a real opportunity for the whole of the country to join in and have the light shone on sport, and the Olympics –in terms of the Olympic values – brings with it excellent role models" (PDM).

The introduction of new school sport and visiting external coaches were said to raise participation and motivation levels. These were often initially introduced at taster sessions to *'try them out'* rather than having to sign up to a whole season of participation. This approach encouraged pupils and students who would not ordinarily play in school sport to participate and the sessions were usually very popular and over-subscribed. In fact, some sports had proved so popular that they had been included on the schools sporting calendar as part of PE lessons or after-school activities, or pupils/students had been encouraged to join clubs such as gymnastics or golf clubs.

"New things are always received enthusiastically. They like new things because they get bored sometimes of the same old things."

"...we're not the best athletes but we've certainly got the enthusiasm" (SSCO).

The popularity of the Young Ambassador programme with the secondary and primary school pupils was highlighted. For the Young Ambassadors it provided an opportunity to prove themselves outside of the classroom or sport field and can involve those who do not achieve in other ways. It was felt that fellow pupils listened to the Young Ambassadors as they were peers giving advice or organising events rather than teachers telling them how to behave. A number of staff mentioned the positive impact such roles had on previously poorly achieving, badly behaved pupils or those with

minimal self-confidence. One Young Ambassador had even written a letter to the government to request that the funding money be kept in the partnership.

“The type of stuff they do is amazingthey’ve talked to the head ...they just can articulate the issues really well.” (PDM)

Efforts had been made to engage disengaged groups by introducing new sports that were not commonly offered in schools including Boxercise (a hybrid of boxing and exercise) and Yoga. It was hoped that by introducing more variety as well as less competitive sports, such as those above, less engaged groups may chose to participate.

“Children will achieve a lot more in a sport that they enjoy” (PDM).

The FESCos expressed concern regarding the drop in participation levels in sports once a child has left school (16-19 year olds). In response to this, some colleges have introduced more unusual sporting activities to encourage participation such as: martial arts, thai chi, urban dancing, cheerleading, ‘strictly come dancing’, Walk to College week, cycling. In addition, turning participation in sports such as dodgeball and softball into social events increased student interest. One FESCO referred to this as *“stealth sport”* as it highlighted the social aspect of the event while also benefitting the health aspect. Staff felt that these initiatives predated the introduction of Get Set so were not viewed as directly impacted by the Olympic Games and Paralympic Games.

Staff and pupils/students knowledge of the seven Olympic and Paralympic Values and views of its impact were mixed and overall, it was felt that the Olympic and Paralympic Values had not increased levels of participation in school sport. Some of the secondary schools had begun to actively promote the Values but others were unaware of these or perceived them as generic Values held by all schools. It was also suggested that these Values were inherent in school sport and therefore it was unnecessary to actively discuss and promote them. In spite of this, those schools that were promoting the Values had attempted to introduce relevant and interesting activities (see Best practice example below). This view was supported by the findings from the pupils survey which, (as discussed further in section 6.1) found that pupils associated sport and Olympic Games and Paralympic Games, with a wide range of Values not all of which were specifically associated with the Olympic Games and Paralympic Games.

On the whole, special schools saw their school sport offering as a reflection of their passion for school sport and involvement in the SSP, rather than to a link with the Olympic Games and Paralympic Games. There was a perception amongst special

school staff that the Get Set material was not specifically aimed at special school pupils and this was felt to be an oversight. They would have to adapt the material where possible and felt that the inclusion of material specifically aimed at special schools was essential. These materials could include those aimed at the visually and hearing impaired as well as those with learning difficulties. Despite this challenge, special schools expressed positive views regarding the impact of their involvement in the SSP.

“Learning about different approaches to PE...We’ve learnt a lot since being involved in the partnership. At first we didn’t think it would be relevant for us, for example, all of my class are in wheelchairs, but I still use all the information that the PDM has sent through to us” (SSLT).

“The whole sports partnership thing has been very encouraging...it’s been nice to be involved” (SSLT).

As noted earlier staff generally also felt that focusing on the London 2012 Games at such an early stage could be counterproductive as the pupils may forget or have lost interest closer to the event.

The organisation of competitive sport events involved a great deal of the partnership staff and teachers time in terms of logistical organisation beforehand and during the event as well as transport to the event. Funding to cover the time as well as the transport currently came from the SSP.

Best practice example: Values

One observed PE lesson involved a combination of exercise stations (to do particular exercises and then move onto the next station) with ‘Values’ where pupils had to fill in their understanding of each value. This was then discussed as a group at the end of the lesson. The pupils were engaged throughout and generally had a good understanding of the meanings of each value.

Best practice example: International links

One school used their link with a Sri Lankan school in particularly innovative ways to learn about their sporting activities. Each school had chosen a sporting activity which they had then taught to the other school via video links and email. This showed the schools how similar school sports were across the world and allowed them to interact with pupils from a very different background.

7. Have the Olympic and Paralympic Games and Values and related activities impacted on pupils attitudes to PE and sport?

As noted earlier, a key aim of the research was to examine whether the Olympic and Paralympic Games and Values and other related activities around the Olympic Games and Paralympic Games have impacted on pupil's attitudes to PE and Sport and if so, how. This includes teachers perceptions of how the Olympic and Paralympic Values have been integrated in their schools, and the influence of the Values so far, as well as pupils' attitudes towards PE and Sport. This chapter will be predominantly based on the findings from the teacher and pupil survey with a brief summary of the case study findings already discussed.

7.1 Values pupils associated with sport and the Olympic Games and Paralympic Games

To examine how pupils felt about sport and in particular the extent to which it was associated with the Values of the Olympic Games and Paralympic Games, pupils were shown two sets of words and phrases (in two separate questions). The first set were words and phrases which might be generally associated, either positively or negatively, with sport, although some of these more closely reflected the Olympic and Paralympic Values. The second set was designed to examine awareness of the Olympic and Paralympic Values more specifically, with the list of words and phrases, including the seven Values.

Pupils and students were shown the first list and asked which words and phrases came to mind when thinking about sport. The top words which came to mind for pupils were having fun, teamwork and being healthy, while more negative thoughts such as not being good enough and disappointment only came to mind for a small proportion of pupils and students (7% and 5% respectively). None of the words and phrases were particularly related to the three Olympic and four Paralympic Values. Amongst those words and phrases more closely related to the seven Values, 'trying your hardest' (reflecting 'Determination') was the most frequently mentioned (51%), followed by 'Fair play' reflecting Equality (36%).

Table 28 - Words associated with sport

	<i>Total</i>	<i>Primary Schools</i>	<i>Secondary Schools</i>	<i>FE Colleges</i>
	(1264)	(367)	(697)	(200)
	%	%	%	%
<i>Having fun</i>	69	77	69	55
<i>Teamwork</i>	66	69	67	57
<i>Being healthy</i>	54	55	55	48
<i>Trying your hardest (Determination)</i>	51	65	47	37
<i>Taking part</i>	50	62	47	39
<i>Wining and losing</i>	40	33	41	50
<i>Fair play (Equality)</i>	36	45	35	23
<i>Involving everyone</i>	32	42	29	22
<i>Making friends (Friendship)</i>	27	38	21	31
<i>Being brave (Courage)</i>	21	41	14	9
<i>Setting an example (Inspiration)</i>	16	24	13	12
<i>Being the best (Excellence)</i>	14	12	13	24
<i>Thinking about others (Respect)</i>	10	23	4	8
<i>Not being good enough</i>	7	4	8	12
<i>Disappointment</i>	5	3	6	6
<i>Base: All pupils/ students</i>				
<i>Note: Words in brackets are the seven Olympic and Paralympic Values</i>				

Primary pupils were more likely than secondary and FE to select: having fun, trying your hardest, taking part, fair play, involving everyone, being brave, setting an example and thinking about others. Meanwhile, FE students were more likely to think about winning and losing and being the best.

Those pupils and students who recalled taking part in new sport in school in the last school year, were more likely to associate sport with having fun (73% compared with 55% who had not done any new sports), trying your hardest, taking part, fair play, involving everyone, making friends, being brave, setting an example and thinking about others.

7.2 Values associated with the Olympic Games and Paralympic Games

To examine awareness of the Olympic and Paralympic Values more specifically, all pupils were shown a list of words and phrases, which included the three Olympic and four Paralympic Values and asked which came to mind when thinking about the Olympic Games and Paralympic Games. ‘Competition’ was the word which came to mind most. This was higher among secondary and FE pupils (75% and 76%), while ‘Skills’ came to mind most for primary pupils (68%). Neither of these were one of the Olympic or Paralympic Values.

Amongst Secondary and FE pupils ‘Determination’ was the Value most frequently associated with the Olympic Games and Paralympic Games (59% and 50% respectively). Amongst primary schools pupils the most frequently recalled Value was

'Respect' (54%). They were also more likely to associate the Values of 'Courage' (51%) and 'Friendship' (44%) with the London 2012 Games than older pupils.

Table 29 - Words pupils associate with the Olympic Games and Paralympic Games

	<i>Total</i>	<i>Primary Schools</i>	<i>Secondary Schools</i>	<i>FE Colleges</i>
	(1264)	(367)	(697)	(200)
	%	%	%	%
<i>Competition</i>	68	50	75	76
<i>Skills</i>	60	68	61	44
<i>Determination</i>	51	35	59	50
<i>Confidence</i>	49	59	47	38
<i>Strength & Power</i>	46	46	48	42
<i>Respect</i>	46	54	44	35
<i>Courage</i>	40	51	38	28
<i>Inspiration</i>	37	32	39	37
<i>Excellence</i>	34	34	33	39
<i>Leadership</i>	27	29	26	26
<i>Friendship</i>	27	44	20	19
<i>Equality</i>	24	21	25	28
<i>Togetherness</i>	17	23	15	13

Base: All pupils/ students
Note: Words in bold indicate the seven Olympic and Paralympic Values

Pupils in schools which were registered with Get Set were more likely to recall the Values of 'Determination' (53% compared with 44% of pupils in non- Get Set registered schools) and 'Inspiration' (39% compared with 29%).

Pupils in schools where over 50% of pupils take part in at least three hours of high quality PE and out of hours school sport per week were more likely to cite 'Inspiration' (40% compare with 31%) and 'Equality' (28% compared with 17%) while pupils who had participated in new sports in the last year were more likely to recall the Values of respect, courage and friendship.

7.3 Olympic and Paralympic Values

The next section examines teachers views on the extent and ways in which the Olympic and Paralympic Values have been incorporated into, and influenced, lessons and activities in schools and colleges

The three Olympic Values – friendship, respect and excellence and the four Paralympic Values – courage, determination, inspiration and equality have inspired lesson planning and been integrated into lessons, activities and events in around a third of schools and FE colleges (33%). Teachers in secondary schools and FE colleges were most likely to have reported that the Olympic and Paralympic Values had been used in lesson planning and incorporated into lessons and activities; half (50% and 51%) had done so, compared with four in ten special schools and less than a third of primary schools (29%).

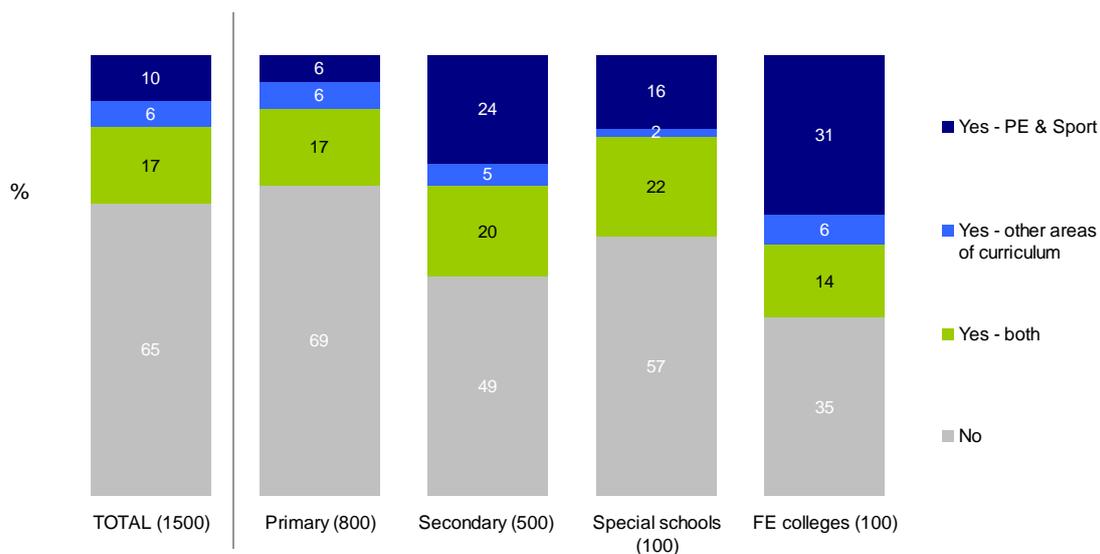
Those schools that had been involved in events or activities linked to the London 2012 Games were more likely to have integrated the Values into lesson planning (39% compared with 16% of schools not involved in events). There was also a link between integration of Values and introduction of new sports, with half of schools that had introduced new sports also having used the Values (52%, compared with 24% of schools that had not introduced new school sports).

Similarly, PE teachers in schools registered with Get Set reported higher rates of having integrated the Olympic and Paralympic Values into lesson and activities, with 39% having used them at all compared with 26% of schools not registered. It reflects, as discussed in more detail in Chapter 4, that these schools have used the Get Set website to download resources for PE and Sport lessons and activities and other areas of the curriculum. Use of the Values was even higher among schools and colleges in the Get Set network (51%). This was to be expected, given that schools need to demonstrate commitment to the Values to gain this accreditation.

Those who have integrated the Values, were more likely to have done so across both PE and sport related lessons and in other areas of the curriculum (Figure 24). Ten per cent of schools and colleges had integrated the Values into PE and Sport lessons only, with a further 6% of schools integrating the Values only into non-PE areas of the curriculum.

This proportion varied by type of institution with FE colleges most likely to have just integrated the Values in to PE and sport lessons (31%) followed by secondary schools (24%). PE teachers in primary schools were proportionately more likely to have used the Values across other areas of the curriculum too, but this may reflect, at least in part, the different teaching structures in primary and secondary schools (with primary school teachers covering all areas of the curriculum). Further, in interpreting these findings it needs to be recognised that we were only talking to teachers who were most involved in sport and PE at their school (i.e. School Sport coordinators and Link teachers).

Figure 30 - Whether Values have inspired lesson planning and been integrated into lessons and activities



Base: All schools/colleges

Table 31 shows the ways in which the Values have been used in school sport and PE (all mention over 5%), amongst schools and colleges that have integrated them into lessons. They were most commonly used as a theme for lessons or series of lessons with a quarter of teachers in these schools saying they had arranged lessons or a part of the curriculum around the Values (23%). Schools in the Get Set network were more likely to have themed lessons or part of the curriculum around the Values (32%).

Table 31 - Ways in which Olympic and Paralympic Values used in School sport and PE

	Total
	(491)
	%
Lessons/curriculum themed around the Values	23
Used during teamwork and group games in PE	17
Promote teamwork/team spirit	10
Used in school sport day/school sport week	9
Posters/displays/pictures	9
Used in assemblies	8
Promoting leadership/ young ambassadors	7
Awards, prizes, certificates	7
Used to support existing school values	6
Used across the school/ cross-curricular	6

Base: All schools/colleges that have integrated Olympic and Paralympic Values into lessons

Of the schools and colleges that had integrated the Olympic and Paralympic Values into lessons, almost two in ten had used the Values during teamwork and group games in PE, while one in ten had used them to promote teamwork and team spirit more generally in sport and PE lessons. A similar proportion (9%) had used the Values during a sports day or school sports week.

Special schools were less likely to have had lessons or curriculum themed around the Values (3%). Use during teamwork and group games in PE (13%) and displays and posters (13%) were the most common use of the Values in special schools.

Schools and colleges in the West Midlands were more likely than those in other regions to have used the Values during teamwork group games in PE (37%).

When asked about how the Values had been used, teachers spontaneously mentioned using or incorporating several of the individual Values, most notably friendship (10%), determination (10%), respect (8%) and courage (6%).

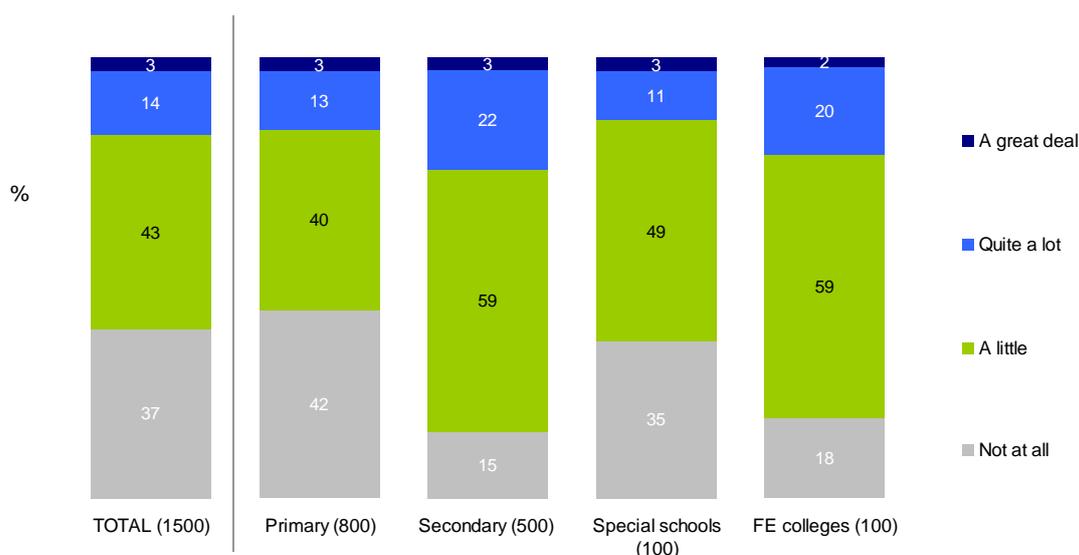
7.4 Current and future influence of Values

Teachers were also asked more directly about the extent to which the Olympic and Paralympic Values have influenced activities in their school and were likely to continue to do so. This question was asked for three separate time periods:

- the last and current school year (2010/11) - to establish a baseline
- the next school year 2011/12, which is the year of the Olympic Games and Paralympic Games (when it would be expected that the impact would be greatest)
- in the longer term – to examine the extent to which teachers felt the impact of the London 2012 Games and Values would be sustained in the future

Over half of teachers surveyed felt the Olympic and Paralympic Values have already influenced activities, to at least some extent, in the last and current school year (61% saying a great deal, quite a lot or a little). Influence was highest among secondary schools (84%) and FE colleges (84%) and considerably lower for special schools (63%) and primary schools (56%). However, the extent of the influence to date has not been that marked, with over two fifths (43%) of teachers saying it has only had a little influence in the last and current school years.

Figure 32 - Influence of Values in current school year



Base: All schools/colleges

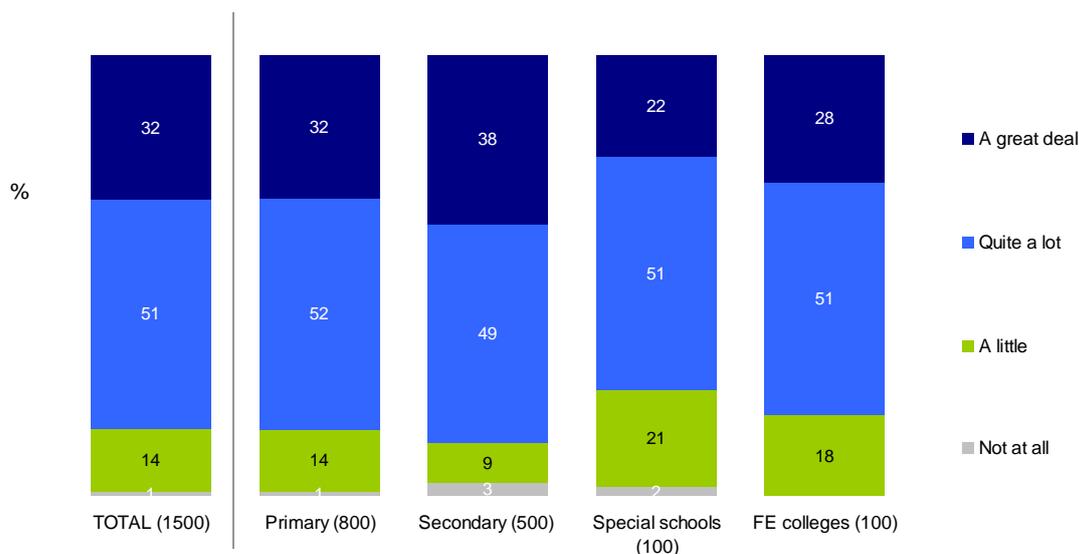
Schools that had been involved in London 2012 Games events and activities and those that had introduced new school sport as a result of Get Set and London 2012 Games involvement were also more likely to report that the Olympic and Paralympic Values had an influence in the last and current school year: for schools involved in events, 71% reported any influence and 21% quite a lot or a great deal, and for schools that had introduced new sports, 82% any influence and 31% quite a lot or a great deal.

The influence of the Values was also higher among schools registered with Get Set (68% any influence and 20% quite a lot or a great deal), although these schools were no more likely to say that the Values had a great deal of influence. Schools and colleges in the Get Set network also reported a higher influence of the Values (87% any influence and 33% quite a lot or a great deal).

However, most schools expected that the Olympic and Paralympic Values will have the biggest influence in the Olympic Games and Paralympic Games year 2011/12, with almost all schools and colleges expecting that the Values will have at some influence on activities (97% a great deal, quite a lot or a little influence). The extent of the influence of the Values was also expected to be markedly higher with 83% saying they would have quite a lot/ a great deal of influence, compared with 17% currently.

A third of schools thought that the Olympic/Paralympic Values would influence activities 'a great deal' in the Olympic Games and Paralympic Games year (32%). Secondary schools were most likely to think that the Values would have a great deal of influence in the Olympic Games and Paralympic Games year (38%).

Figure 33 - Influence of Values in Olympic year (2011/12)



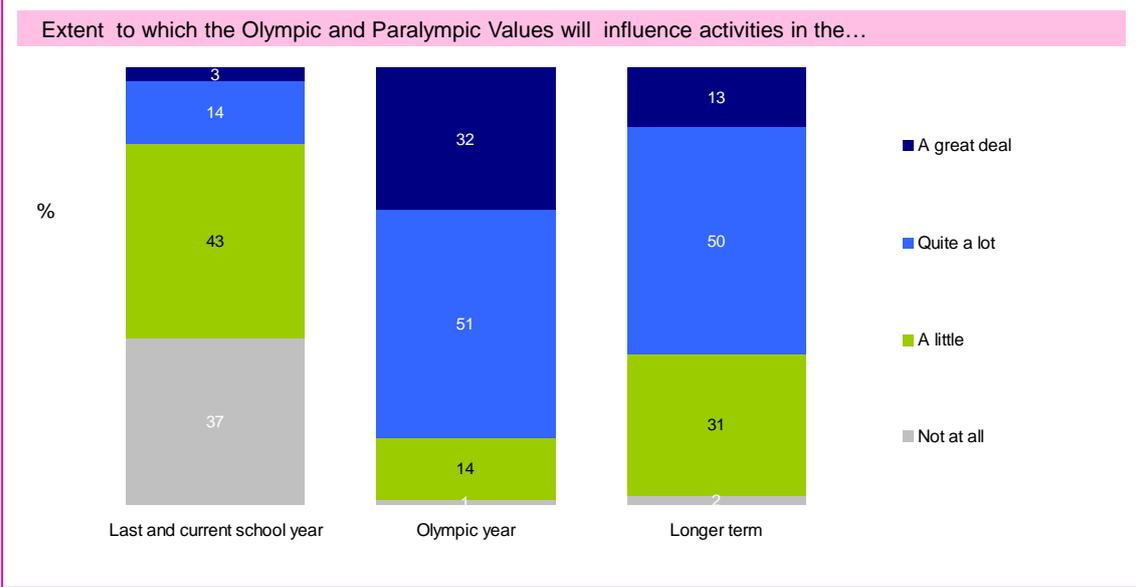
Base: All schools/colleges

Involvement in events and activities related to the Olympic Games and Paralympic Games had an effect on the anticipated influence of Values of activities in the Olympic Games and Paralympic Games year, with 87% of schools involved with events and activities predicting a great deal or quite a lot of influence compared with 75% of schools that had not been involved in events. Schools that had introduced new school sport as a result of involvement with Get Set or Olympic Games and Paralympic Games related events were also more likely to think that there would be a great deal or quite a lot of influence in the Olympic Games and Paralympic Games year (89%).

Again, schools and colleges registered with Get Set were more likely to think that the Olympic and Paralympic Values would have a great deal of influence on activities in the Olympic year (36%) compared with schools not involved with Get Set (28%).

Almost universally, teachers anticipate that the influence on activities will continue in the longer term (94% saying a great deal, quite a lot or a little). However, the extent of influence was expected to fall back, with only 13% feeling it would have a great deal of influence, compared with 32% in the Olympic year; although this was still higher than 3% in the current school year (Figure 34).

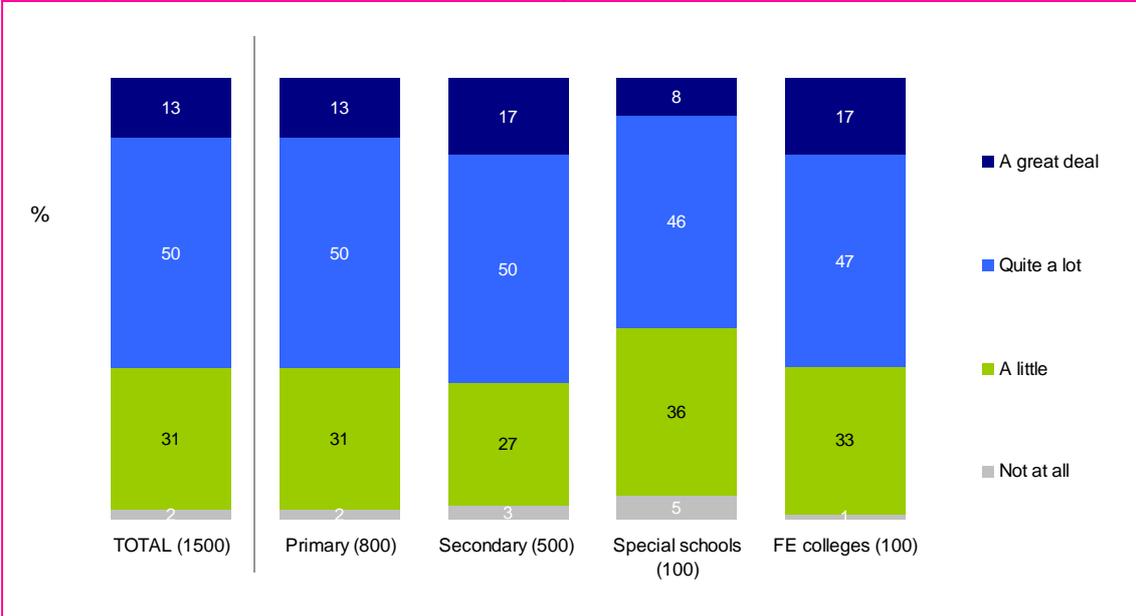
Figure 34 - Influence of Values in the current year, the Olympic year, and longer term



Base: All schools/colleges (1500)

Secondary schools and FE colleges were most likely to say that the Values would have a great deal of influence in the longer term (17% at each school type), as illustrated in Figure 35.

Figure 35 - Influence of Values in the longer term



Base: All schools/colleges

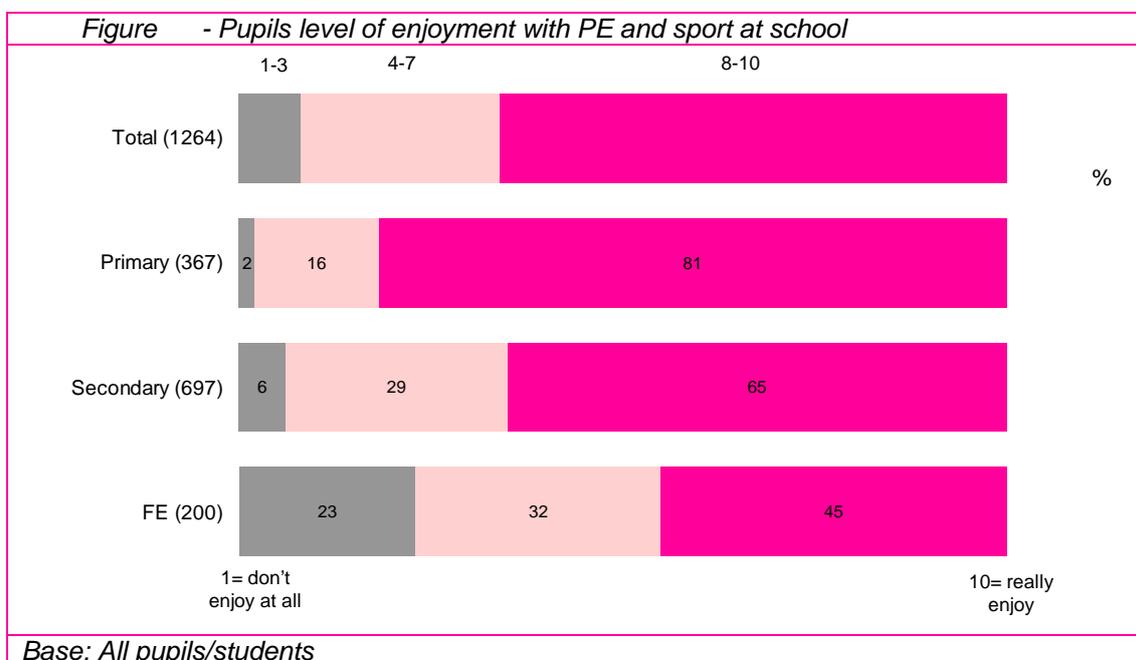
As for other time periods, schools that anticipated that the Olympic and Paralympic Values would influence activities a great deal or quite a lot in the longer term were; those involved in Olympic events (67% a great deal or quite a lot), those that had introduced new sport activities (73%) and schools in the Get Set network (72%).

7.5 Attitudes to sport and learning about sport

To examine the impact of Olympic and Paralympic Games and Values and other related activities around the Olympic Games and Paralympic Games on pupil's attitudes to PE and Sport, pupils were asked to rate their enjoyment of sport and learning about sport.

Firstly pupils were asked to rate, on a scale of one to ten, how much they enjoyed PE and sport at school, with 1 being 'don't enjoy sport at all' and 10 being 'really enjoy'.

Two thirds of pupils and students said they enjoyed PE and sport at school and college (66% rated their enjoyment of sport as 8 to 10). Primary school pupils were most likely to enjoy PE and sport (81% gave a rating of 8-10) compared with secondary pupils (65%). FE students were least likely to really enjoy sport (8-10, 45%).



The regions where pupils were most likely to enjoy PE and Sport were London (80% gave a rating of 8-10) and the West Midlands (77%).

Exposure to new sporting activities impacted on pupil enjoyment of sport. Those pupils who had participated in a new sporting activity at school in the last year were more likely to rate their enjoyment of PE as 8 to 10 (71% compared with 51% of pupils who had not tried a new sport).

Around one in ten pupils and students enjoyed PE and sport very little (rating 1-3, 8%). This was highest among students at FE colleges, a quarter of who did not enjoy

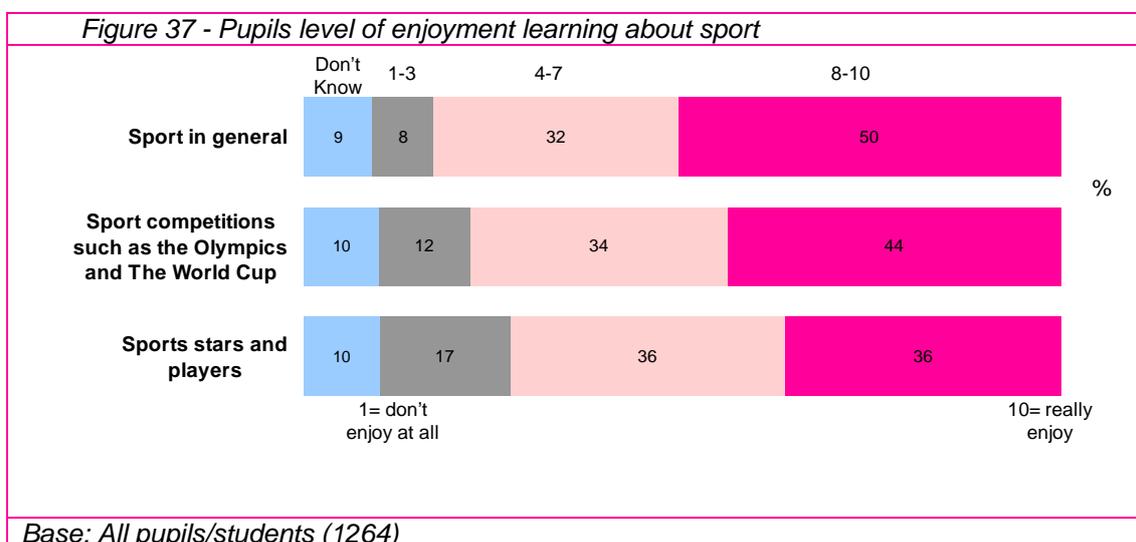
sport and PE at school (23%). Of schools pupils, those in year 10 to 13 were least likely to enjoy PE and sport at school (7% rating 1-3).

7.6 Learning about sport

Again, on a rating scale of 1 to 10, pupils were asked to rate how much they enjoyed learning about sport in general, about sports competitions such as the Olympic Games and Paralympic Games and World Cup and about sports stars and players, with 1 being 'don't enjoy at all' and 10 being 'really enjoy'.

Generally pupils enjoyed playing sport more than learning about it. Half of pupils really enjoyed learning about sport in general (rating 8-10, 50%). Just under one in ten did not enjoy learning about sports in general (rating 1-3, 8%), but FE students were much more likely to say this (20%). A third of primary pupils could not answer this question, saying that they did not know how much they enjoyed learning about sport (30%). As with their higher enjoyment of doing sport, pupils in the West Midlands were more likely to enjoy learning about sport (rating 8-10, 67%).

Learning about sports competitions was enjoyed by 44% of pupils and students (rating 8-10). Again FE students were less likely to enjoy this (23% did not enjoy), and a large proportion of primary school pupils said they did not know (31%).



A third of pupils and students enjoyed learning about sports stars and players (rating 8-10, 36%). Almost two in ten pupils did not enjoy learning about sports stars (1-3, 17%) and again this was highest among FE students. Enjoyment of learning about stars was higher amongst years 4 to 6 (primary, 43%) and years 10 to 13 (43%), but only a third of pupils in years 7 to 9 enjoyed this (29%).

Pupils in schools with little or no engagement (and either low or high school sport participation levels) were more likely to say that they did not know whether they enjoy

learning about sports stars and players, presumably due to a lack of learning about sports stars thus far.

Pupils who had taken part in new sports in the last year were more likely to enjoy learning about sport in general (54% 8-10 compared with 39% of those who had done no new sports), learning about sports competitions (47% rating 8-10 compared with 34%) and about sports stars (41% compared with 23%).

7.7 Benefits of learning about the Olympic Games and Paralympic Games

Overall, most schools and FE colleges surveyed felt there were benefits of being involved in Olympic related PE and sport activities (94%). Although a minority did not know (4%) and just 2% said there were no benefits.

This question was asked unprompted, and a wide variety of benefits were reported by teachers. These included (mentions of 5% and above):

<i>Table 38 – Benefits of being involved in Olympic related PE and sport activities</i>	
	<i>Total</i>
	<i>(1500)</i>
	<i>%</i>
<i>Pupils learning about the Olympic and Paralympic Values and the valuable lessons that the Olympic Games and Paralympic Games can teach pupils</i>	<i>28</i>
<i>Increasing participation amongst disengaged groups</i>	<i>16</i>
<i>Encourage pupils to excel in school sport and PE</i>	<i>15</i>
<i>Encourage children to exercise, keep fit and healthy living</i>	<i>12</i>
<i>Increasing the range of sport offered by school/college</i>	<i>11</i>
<i>Increasing the number of pupils involved in school sport outside of lessons</i>	<i>9</i>
<i>Awareness of other countries and cultures</i>	<i>7</i>
<i>Increasing links between school sport and PE and other areas of the curriculum</i>	<i>6</i>
<i>Inspires children</i>	<i>5</i>
<i>Encouraging teamwork</i>	<i>5</i>
<i>Base: All schools/colleges</i>	

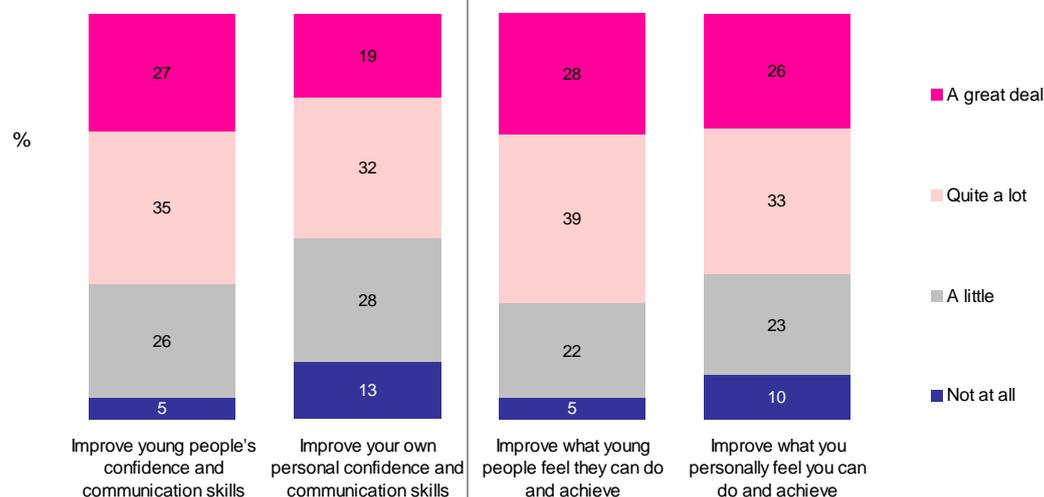
The most frequently cited benefit of involvement in Olympic related PE and sport activities was the valuable lessons that the Olympic Games and Paralympic Games can teach, including learning about the Olympic and Paralympic Values (28%).

It was also felt to promote greater participation amongst more disengaged groups (16%) and outside of lessons (9%) and encourage sporting excellence (15%) and pupils to lead fitter/healthier lifestyles (12%).

Pupils and students in secondary schools and FE colleges were also asked about the wider benefits that involvement in sports and other activities connected to the London 2012 Games might have for young people (Figure 39).

Figure - Effect of involvement with sport and other activities connected to London 2012 Games

Extent to which feel involvement in sport and other activities connected to the Games will...



Base: All pupils/ students in secondary schools and FE colleges (897)

Six in ten pupils and students thought that involvement in sport and other activities connected to the Olympic Games and Paralympic Games would improve young peoples' confidence and communication skills (62%, a great deal/ quite a lot), although fewer thought that it would have this effect on them personally (52%).

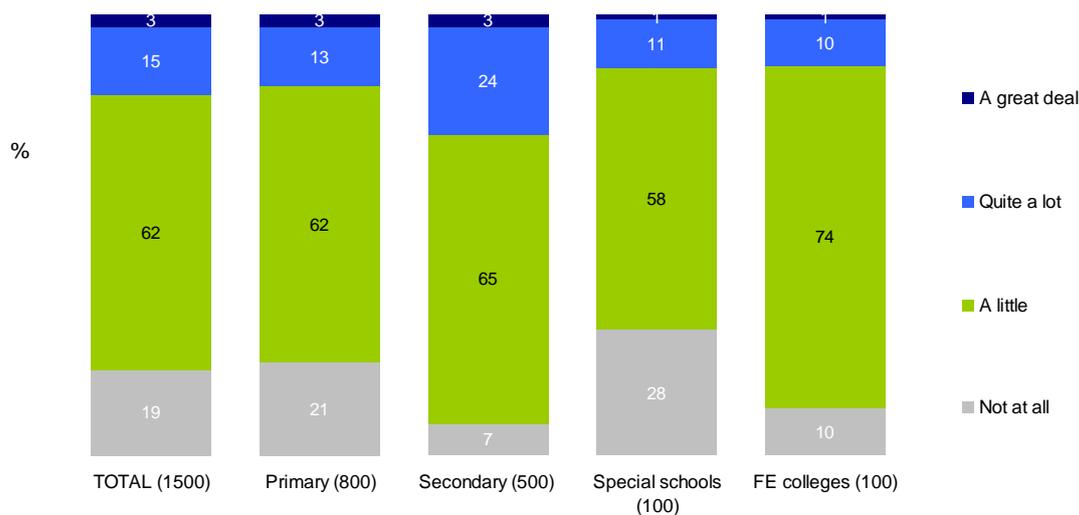
Two thirds thought involvement in Olympic sports and activities would improve what young people feel they can do and achieve either a great deal or quite a lot (67%). Again, fewer thought this when the statement was applied to the pupil themselves (58%).

Those pupils and students who had tried new sports in the last year were more likely to think that involvement would improve their own personal confidence a great deal (23% compared with 10% of those who had not done new sports) and would improve what they personally feel they can achieve a great deal (30% compared with 16% who had not done new sports).

7.8 Pupil interest and engagement with the London 2012 Games

Teachers in schools and FE colleges felt that the majority of their pupils and students were interested and engaged with the London 2012 Games and/or Values (80% saying a great deal, quite a lot or a little) although only a handful of teachers thought that the pupils at their school were engaged a great deal (3%).

Figure 40 - Pupil interest and engagement with London 2012 Games and Values



Base: All schools/colleges

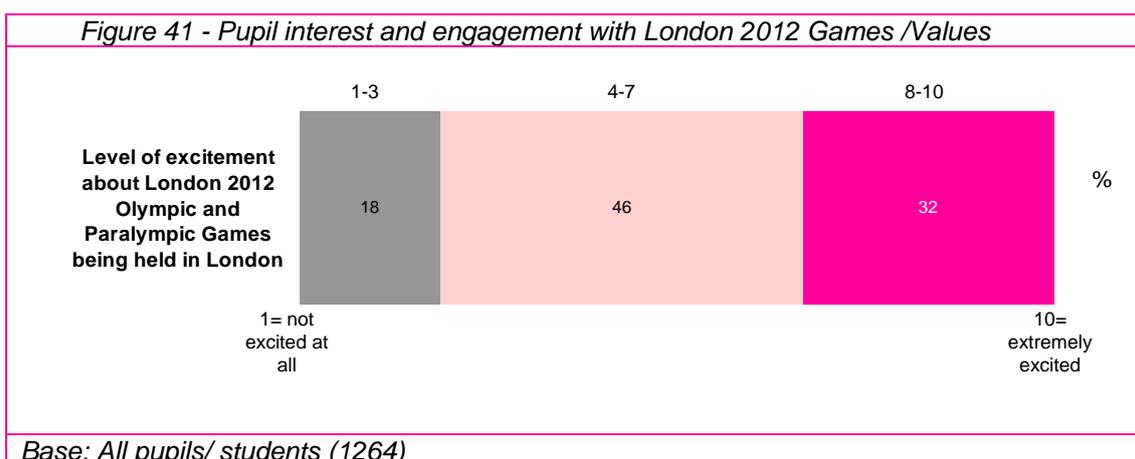
Teachers in secondary schools (91% saying a great deal, quite a lot or a little) and FE colleges (87%) felt their pupils seemed to be more engaged and interested than those in primary (78%) and special schools (70%). Teachers at secondary schools were most likely to think that their pupils were engaged a great deal or quite a lot than teachers in other school types (27%, compared with 16% in primaries, 13% in FE colleges and 12% in special schools).

A higher level of pupil interest and engagement was reported by schools that had been involved in events and activities (20% interested a great deal or quite a lot compared with 10% of schools involved in no events), that had introduced new sports (27% compared with 13% of schools that introduced no new sports) or where the Olympic and Paralympic Values had inspired lesson planning and activities (26% compared with 13%).

Schools classified as more engaged (with either high or low school sport participation) were more likely to say that pupils were interested a great deal or quite a lot (34% compared with 9% of schools with little or no engagement). Level of engagement rather than level of sports participation was the driving factor in how interested teachers thought pupils were, with more engaged schools that had low participation reporting higher levels of interest than schools with limited engagement but high participation (36% a great deal or quite a lot compared with 18%).

Schools registered with Get Set were also more likely to report that pupils were engaged and interested in the London 2012 Games and Values, with 84% saying a great deal, quite a lot or a little in comparison to 75% of those not registered.

Pupils and student self reported levels of excitement about the London 2012 Games were mixed. When asked on a scale of one to ten, their level of excitement about the 2012 Olympic Games and Paralympic Games being held in London, a third of pupils reported being excited (rating 8-10, 32%), two in ten pupils showed very little excitement about the London 2012 Games (rating 1-3, 18%).

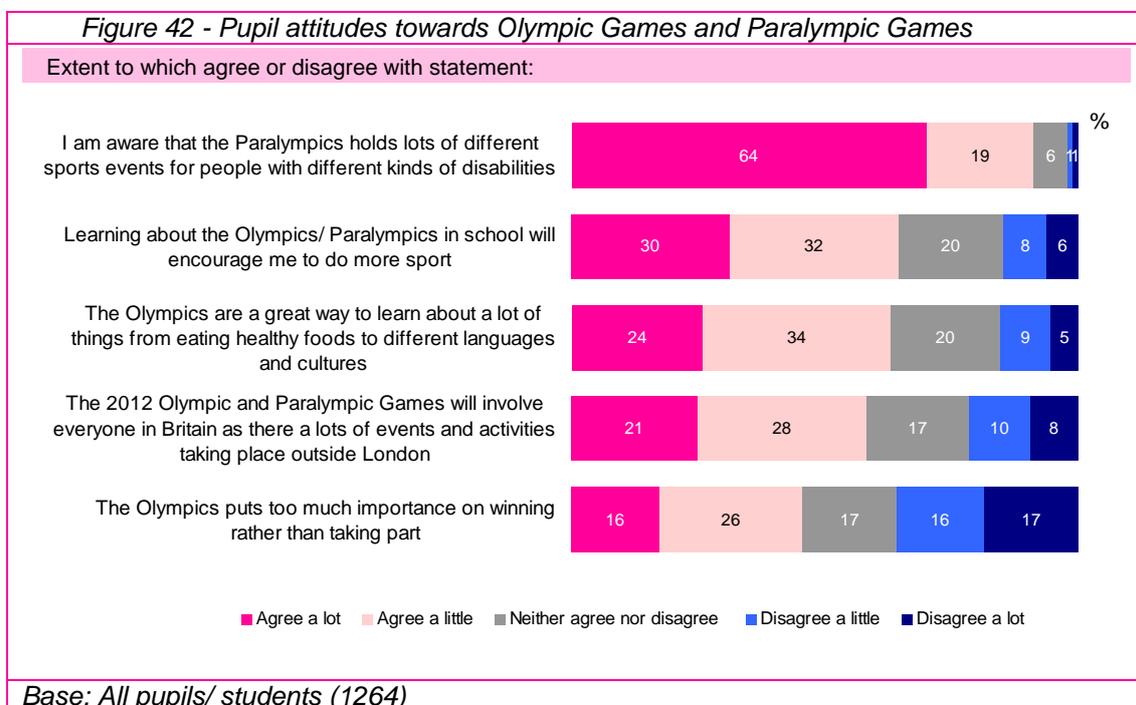


Primary school pupils were more likely to be excited (55% rated their excitement as 8 to 10), with FE college students the least excited (30% rated their excitement as 1 to 3). Pupils who had participated in new sports in the last year were more likely to be excited about the London 2012 Games (35% rated their excitement as between 8 and 10) than pupils who had done no new sports (22% excited). Perhaps predictably, excitement was higher among pupils who were already aware that London 2012 Games are to take place in London in 2012.

Pupils in London and the West Midlands were most likely to be excited about the 2012 Games being held in London (40% and 43% rated their excitement between 8 and 10).

7.9 Attitudes towards the Olympic Games and Paralympic Games

To explore attitudes towards the Olympic Games and Paralympic Games, pupils and students were asked how much they agreed or disagreed with a series of attitude statements about the Olympic Games and Paralympic Games (Figure 42).



Awareness was high among pupils and students that the Paralympic Games hold different sports events for people with different kinds of disabilities (83% agree a lot or a little). As would be expected given their lower level of awareness of the Paralympic Games, primary school pupils were less likely to agree with this statement, and those who were aware that the 2012 Olympic Games and Paralympic Games will be held in London were more likely to agree.

Pupils in schools where at least 50% of pupils participate in at least 3 hours of high quality PE and out of school hours sport a week were more likely to agree a lot that the Paralympic Games hold different sports events for people with different kinds of disabilities (68% compared with 58%) as were pupils in schools with an Index of Multiple Deprivation (IMD) score under 10 (69%).

Six in ten pupils and students agreed that learning about the Olympic Games and Paralympic Games will encourage them to do more sport (62%), with three in ten agreeing a lot (30%). Primary pupils were most likely to agree with this (81%), compared with 57% of secondary pupils, and falling further to 43% for FE students. Those pupils who had tried new sports in the last year were more likely to agree a lot that learning about the London 2012 Games will encourage them to do more sport (34% compared with 16% of those who had not tried new sport).

Six in ten pupils also agreed that the Olympic Games and Paralympic Games are a great way to learn about a lot of things from eating healthy foods to other languages and cultures (57%), with primary school pupils most likely to agree (70%).

Half of pupils agreed that the 2012 Olympic Games and Paralympic Games will involve everyone in Britain as there are lots of events and activities taking place outside of London (49%) which was again highest among primary pupils (57%), although almost two in ten (18%) disagree this is the case.

However, views about whether the Olympic Games and Paralympic Games put too much emphasis on winning rather than taking part were more mixed; 42% agreed this was the case, whilst a third disagreed (33%).

The findings from the **case studies** in terms of the impact of the Olympic and Paralympic Games and values on pupils/students attitudes to PE and sport have been outlined in the preceding chapters.

The key findings were (see section 6.3):

- Pupils and students felt inspired by the upcoming Olympic Games and Paralympic Games, particularly through viewing stadiums and visits from Olympic and Paralympic athletes
- View that excitement of Olympic Games and Paralympic Games increased motivation to succeed in current sport or to take-up new sport (even for the less '*sporty*').
- Positive views of opportunity to try new sports in school/college.
- Exposure to Paralympic sport such as wheelchair basketball or boccia and Paralympic athletes by both able-bodied and disabled pupils increased interest and participation in these sports.
- Rare opportunity for multi-cultural pupils to watch athletes from their home countries compete in the UK.

8. Are there any challenges related to using the Olympic and Paralympic Games and Values to support their PE and School Sport objectives to increase take-up of sporting opportunities?

This section will highlight the challenges that were faced by the partnerships, and the schools and colleges in attempting to promote the Olympic and Paralympic activities and the PE and School Sport strand of the Get Set programme. These findings are mainly drawn from the case studies.

8.1 Implementation

The PDMs highlighted the difficulties of fulfilling their wide remit and the introduction of new initiatives, while exciting, placed further burden on their already stretched time and resources. In many SSPs, the fulfilment of these duties were said to occur with minimal support from the SDO and therefore involved a great deal of organisation and coordination on the part of the PDMs. However, schools and colleges would only be aware of the end-point of their labours such as an intra-SSP competitive event or the introduction of a new sport. It was therefore felt that a large part of the strategic and logistical aspects of their role went unnoticed.

“...we do a huge amount of stuff that I’m sure is largely unnoticed...they don’t think about who manages and coordinates the events” (PDM).

The initial expectation was that information regarding the implementation of new policies and strategies would come predominantly from SDOs due to their position in the local authority and links with national bodies. However, most SDOs appeared to be primarily focused on their local authority strategic role and therefore largely unaware of the Olympic and Paralympic and Get Set activities within the colleges and schools. Complaints in relation to a lack of support, guidance and monitoring from their SDO were expressed by a number of the PDMs.

“No one has ever sat down with me and said, what have you done about the Olympics, up until today!!” (PDM).

The SSCOs highlighted the difficulties of fulfilling their responsibilities in relation to the partnership role within the allocated time (two days a week). Get Set was principally introduced to schools by the SSCOs. They highlighted a number of challenges to implementation of the scheme: 1) SSCOs themselves often felt they had limited information about Get Set; 2) a lack of drive or enthusiasm from Head teachers; 3) minimal available time and apathetic responses on the part of teaching staff and 4) a belief that this was the role of PE teachers.

“I’ve ticked that box [signed up and registered] but I haven’t actually done anything with it yet” (PLT).

SSCOs as well as other teaching staff were extremely busy with the set curriculum and experience difficulties with allocating planning and teaching time for the Get Set programme. Furthermore, wider teaching staff were thought to have more pressing commitments in terms of time and curriculum requirements, which overshadowed the importance of Get Set. In order to address this issue, it was suggested that teachers required simple instructions, either on the website or from their SSCO/PLT/SLT as to how the material could be used in the set curriculum as part of lesson plans, which would make it easier for them to engage.

“...hasn’t been something that has been flagged up...unless it is specifically sold to us, then I haven’t...” (SSCO).

“I’m scratching the surface of the website, there’s a lot on it”

Concerns were expressed about a perceived lack of clarity regarding the positioning of the Get Set programme and whether it should be viewed as a school wide programme of activity or an adhoc teaching tool. Schools using the programme as a school wide programme of activity showed more engagement and had introduced more Olympic and Paralympic activities. This issue, as well as a wider absence of central direction and prioritisation by central government was said to have hampered the take up of the Get Set programme by schools/colleges.

A further issue highlighted, concerned the lack of clarity regarding Olympic and Paralympic inspired activities, such as the Lloyds TSB National School Sports Week or Young Ambassadors, due to a failure to market the link effectively. In some cases this was due to the PDM passing on activities without identifying their source. In other cases, this was due to a belief that the Olympic and Paralympic brand, wording or logo cannot be replicated without permission. It was felt that using the branding was a form of advertising of the Olympic Games and Paralympic Games and should therefore be encouraged.

“I’m highlighting the Olympics by using the wording and logo”

The difficulty of balancing competitiveness in school sport against wider inclusion of less sports oriented pupils was highlighted. Schools and college were generally motivated to encourage the participation of non-sporty and disengaged groups but at the same time it was felt to be vital to support and improve the skills of the more talented pupils/students.

Additional barriers mentioned briefly related to:

- Lack of ICT capacity to sufficiently engage with Get Set online.
- High staff turnover year on year, which required the Get Set message to be continuously communicated to schools and teacher.

Many SSCOs expressed concern in relation to the minimal support from both DfE and senior school staff such as a lack of case study examples outlining how the Get Set programme can inform education practice in PE as well as in the wider curriculum. An additional challenge highlighted concerned the technical issues experienced when attempting to access the Get Set website and register their school. Although not widespread, some participants identified problems with the website, these included: failure to recognise registration information; failure to create a log-in; and a lack of response from requests for support.

“I’ve gone onto the website a few times and it seemed like so much, such a volume of information there and so many different things going on it’s just [...] if just every half term they emailed out a focus or something it might be easier to do” (SSCO).

The general perception was that although some teaching staff may use examples based on the Olympic Games and Paralympic Games, for the most part, it was viewed as the responsibility of staff within PE/Sport and for this reason they could be viewed a barrier.

“The staff are a bigger barrier than the students – we can mould the students. But someone who’s been in the Chemistry department for 20 years and never kicked a ball ever, no. But you never know, maybe they will get into it” (FESCO)

Furthermore, teaching staff were thought to have more pressing commitments in terms of time and curriculum requirements, which overshadowed the importance of Get Set. It was felt that teachers were either unaware of the programme or viewed it as additional work in terms of planning and contact time, rather than as a useful resource. Therefore, in order to encourage take-up of the programme amongst teachers it was thought to be essential to: increase awareness; simplify the registration process; clarify how the materials can be used in the current curriculum; and highlight the potential impact of the Olympic Games and Paralympic Games on pupils/students.

“The Olympics in London will come along once in a lifetime and its a fabulous opportunity to engage young people through learning. It’s important that teachers

don't see it as something that will create more work for them...and it's actually a tool to help them" (SDO).

When asked to what extent the Olympic Games and Paralympic Games activities and Values could be sustained following the London 2012 Games in 2012, strong views were expressed regarding the need to maintain such initiatives. Throughout the discussions the multiple perceived benefits and positive impact of the programme on pupils and students were highlighted.

"If we could bottle what the children get out of the SSP it would be worth millions" (PLT, primary school).

"If we've got something as big as the Olympics in this country, it has to wider than just a group of athletes and a group of fans going" (PLT).

Many of the initiatives had increased school sport participation and engendered Values such as the new sports introduced during taster sessions which have now been incorporated into the formal calendar or the Olympic competitions which could become an annual fixture. In addition, it was suggested that links with schools abroad could be maintained following the London 2012 Games.

"It would be good if every school that was involved in the partnership were allocated a school abroad...that would allow them to communicate with each other" (SSCO).

8.2 Sustainability

However, the lack of certainty regarding the future of the partnerships and the possibility of losing their jobs has led to demoralisation amongst partnership staff and was therefore the primary focus when discussing sustainability. Although most would have been planning Olympic focused events for 2011, after the announcements plans for the future appear to have stalled and the partnership staff highlighted a lack of clarity about whether they should be beginning to wind down activities or continue as per normal.

"We feel really demoralised...we would be gearing up to 2012, but because the school sport partnerships are being terminated next year, there will certainly be less drive!" (SSCO).

"I don't think we should have fanfare now, because there could be problems later on!" (School director).

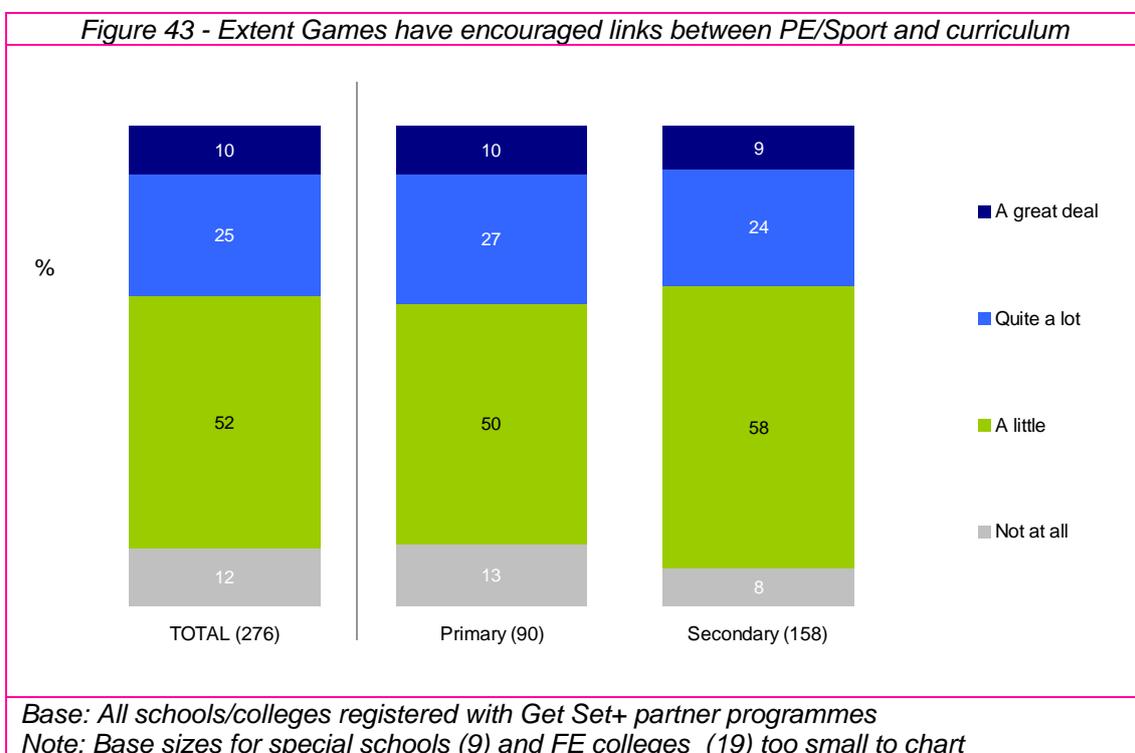
Doubts were expressed that the current activities would be able to continue once the resources were diminished. Without the SSP, it was felt that schools would not continue their focus on school sport and the Olympic Games and Paralympic Games and it would therefore result in an expression of short term patriotism rather than a lasting legacy. For many of the PDMs, it was felt that the Olympic and Paralympic Values and a healthy attitude towards sport should be formerly embedded within the curriculum in order to ensure the maintenance of these activities.

“If its embedded now, and it’s an integral part of your teaching and its being touched upon across the curriculum, why would it just suddenly stop, it’s not like these are random values [...] they’re transferable, they’re things that the children ought to be taught to be successful in life, we should see the Olympics as a legacy” (PDM, London).

9. Do schools and colleges make links between the PE and Sport strand of the education programme and other strands?

This chapter briefly examines the extent and ways in which schools and colleges made links between PE and sport and other elements of the curriculum..

The majority of teachers interviewed in schools involved with Get Set+ partner programmes said that the Olympic Games and Paralympic Games had encouraged links between PE and sport and other elements of the curriculum to at some extent, with 88% saying a little, quite a lot or a great deal (Figure 43).



However, only PE teachers in one in ten of schools thought that their school had used the London 2012 Games to develop a strong linkage (10% a great deal). There were no significant differences between primary and secondary schools in the extent of links to other areas of the curriculum, and very low numbers of FE colleges and special schools were asked this question due to lack of involvement with Get Set+ partner programmes.

Schools and colleges which were not registered with Get Set were less likely to think that the London 2012 Games had encouraged links (23% 'not at all', compared with 9% of schools registered with Get Set).

Schools where Olympic and Paralympic Values had inspired lesson planning and been integrated into lessons were also more likely to say that the Olympic Games has encouraged links across subjects (95% 'a little, quite a lot or a great deal compared with 80% of schools where Values had not been integrated into lessons).

PE and sport was linked with a number of subjects across the curriculum (Table 44 shows all mentions 5% and above), in particular with science (44%) and maths (43%).

	Total	Primary Schools	Secondary Schools	Special schools	FE Colleges
	(276)	(90)	(158)	(9)	(19)
	%	%	%	%	%
Science	44	48	40	33	11
Mathematics	43	46	42	44	-
Geography	31	34	27	11	5
PSHE/SEAL/Citizenship	27	33	14	33	5
History	25	31	15	11	-
Design, technology or ICT	25	23	30	22	-
Art	20	18	25	22	-
Literacy	17	24	3	11	-
Foreign languages	12	7	23	-	5
Music or drama	10	9	14	11	-
Business studies/Enterprise	5	1	11	-	16

Base: All schools/colleges registered with Get Set+ partner programmes

The pattern of linkages typically reflected subjects taught in schools; secondary schools had greater linkage with subjects such as design and technology and foreign languages and within FE Colleges links were higher with business studies, enterprise and lifelong learning.

Participants in the **case studies** highlighted a number of links that had been created with both Get Set partners and partner programmes. These have already been discussed and include:

- Links with sports clubs to ensure a smooth pathway from school sport to club sport (see section 4.5).
- Links with the local authority and other LA development bodies for strategic management of partnerships (see section 4.5).
- Links between secondary and primary schools for training of PLTs, Sports Ambassador visits and other activities (see section 4.5).
- Links with charities for fun runs and events (see section 5.2).
- Lloyds TSB for National School Sports Week and Local heroes (see section 5.2).
- Healthy schools programme (see section 5.2).

10. Conclusion

This section concludes the research study by looking at the key ways in which schools and colleges have used the Olympic and Paralympic Games and Values to help deliver the objectives of the Olympic Education Programme through PE and sport. Taking each in turn it summarises the influence, utilisation and impact of using the London 2012 Games to deliver the programme together with the linkages schools and colleges have made across the curriculum and challenges faced by those delivering the programme in schools and FE colleges.

To what extent are the Olympic and Paralympic Games and Values influencing the PE and Sport activities offered by schools and colleges?

The Olympic and Paralympic Games and Values influenced the PE and sport activities offered to pupils by schools and colleges both in curriculum time and as part of out of school clubs. A number of Olympic and Paralympic events had taken place in the 2009/10 academic year related to school sport and PE and two thirds of schools and colleges had been involved in at least one of the events in the academic year.

Half of schools had been involved in the Lloyds TSB National School Sports week (in particular secondary schools 88%) and this event was most likely to have been promoted as an Olympic and Paralympic activity.

Schools and colleges registered with Get Set were more likely to have been involved in events. This was even higher among those in the Get Set network. Among schools and colleges involved in events, activities or programmes, more than half had promoted at least one of these as an Olympic or Paralympic activity.

Pupil awareness of the Olympic Games was almost universal (96%) and there was high awareness of the Paralympic Games (in particular among older pupils). In addition, almost nine in ten pupils and students were aware that the Olympic Games and Paralympic Games would be held in London in 2012.

Are schools and colleges using the Olympic and Paralympic Games and Values to support their PE and School Sport objectives to increase take-up of sporting opportunities?

Amongst primary and secondary/FE pupils the main benefits of the London 2012 Games were about getting people to take part in sport and promoting sport and fitness.

Schools and colleges were utilising the Olympic and Paralympic Games and Values in order to encourage a greater interest and uptake of sport. A third of schools surveyed attributed the introduction of new school sport and activities to being involved with Get Set or London Olympic and Paralympic related events and activities.

Involvement in events and activities related to the London Games showed a link to the introduction of new sports. More than a third of schools and colleges involved in Olympic events had also introduced new sports. Generally primary schools were less involved but anticipated greater involvement closer to the time.

Have the Olympic and Paralympic Games and Values and related activities impacted on pupils' attitudes to PE and Sport?

The Olympic and Paralympic Games and Values and other related activities was starting to impact on pupil's attitudes to PE and Sport. Words and phrases which come to mind when thinking of sport were having fun, teamwork and being healthy. Of the words and phrases more closely related to the seven Values, 'trying your hardest' (determination) was the most frequently mentioned followed by 'fair play' (equality).

In terms of the specific Olympic and Paralympic values, neither of the words which came to mind for both secondary and primary pupils were one of the Values; 'Competition' 'came to mind most for secondary and FE students while 'skills' came to mind for most primary pupils.

The majority of pupils said they enjoyed PE (particularly primary school pupils) and they enjoyed learning about sport although generally pupils enjoyed playing sport more than learning about it.

Olympic and Paralympic Values had inspired lesson planning and were being integrated into lessons, activities and events (reported among a third of teachers). Schools that had been involved in events or activities linked to the London 2012 Games were more likely to have integrated these Values into lesson planning. In addition, schools registered with Get Set integrated these more than schools not registered. Perhaps not unexpectedly, among schools and colleges in the Get Set network, use of the Values was even higher.

The Values have already influence activities to some extent in the last and current school year (61% saying a great deal, quite a lot or a little). Again, schools involved in events and activities, have introduced new school sport and involved in Get Set were more likely to report that the Olympic Values had an influence in the last and current school year.

Most schools expect the Olympic Values will have the biggest influence in the Olympic year 2011/12 and will continue to have influence in the longer term. However, the extent of the influence expected to fall back after the London 2012 Games.

Teachers reported high levels of interest and engagement with the 2012 Games but this was higher amongst secondary/FE pupils compared with pupils in primary and special schools.

Here again schools classified as more engaged were more likely to say that pupils were interested compared with schools with little or no engagement.

Pupils showed high awareness that the Paralympic Games hold different school sport events for people with different kinds of disabilities (83%). They agreed that learning about the Olympic Games and Paralympic Games will encourage them to do more sport (62%) and were a great way to learn things from healthy food to other languages and cultures (57%). Half of pupils agreed that the 2012 Games will involve everyone in Britain as lots of events are happening outside of London (49%).

Do schools and colleges make links between the PE and Sport Strand of the education programme and the other strands?

Links were being made in schools and colleges, between PE and sport and other educational strands and programmes. This was most apparent among those more involved with Get Set and the Get Set network who overall showed higher use of the Values, more involvement with events and were more likely to have introduced new school sport.

The hierarchical structure of the School Sports Partnership with the primary and special schools more removed from the PDM, does mean that they felt less supported and involved and that there was some potential to increase this.

Teachers' views on support varied but very few said they got a great deal of support, particularly in primary or special schools and in rural areas. Registration with Get Set and the Get Set network, involvement in events, the introduction of new school sport and the integration of the Values into lesson planning were all more likely to make teachers feel they received 'a great deal' of support. This suggests that support from these managers and coordinators is important in ensuring that those involved in the delivery of PE within Schools and their pupils benefit from the London 2012 Games and their Values.

By far the biggest drivers for the PE teachers were the motivation and support of senior management, primarily the PDM and the Head teachers, and having a PDM “*who can see the bigger picture*” rather than focusing only on individual schools or only on school sport. Other drivers included allocated time and resources for PE and sport, creation of links with out-of-school clubs, availability of teaching materials on the Get Set website, and opportunities for ‘*non-sporty*’ pupil involvement such as through the Young Ambassadors programme.

Are there any challenges related to using the Olympic and Paralympic Games and Values to help promote PE and Sport-related activities in schools and colleges?

Schools and colleges faced a number of challenges in using the Olympic and Paralympic Values in their sport and PE strategies these included: limited support at the local authority level; lack of time; lack of PDM support; lack of time/response from other curriculum staff; and a lack of clarity regarding the positioning of the Get Set programme. The greatest current challenge was the lack of certainty regarding the future of the partnerships which has led to demoralisation, confusion and concern.

Appendix A: Structure of School Sport Partnerships

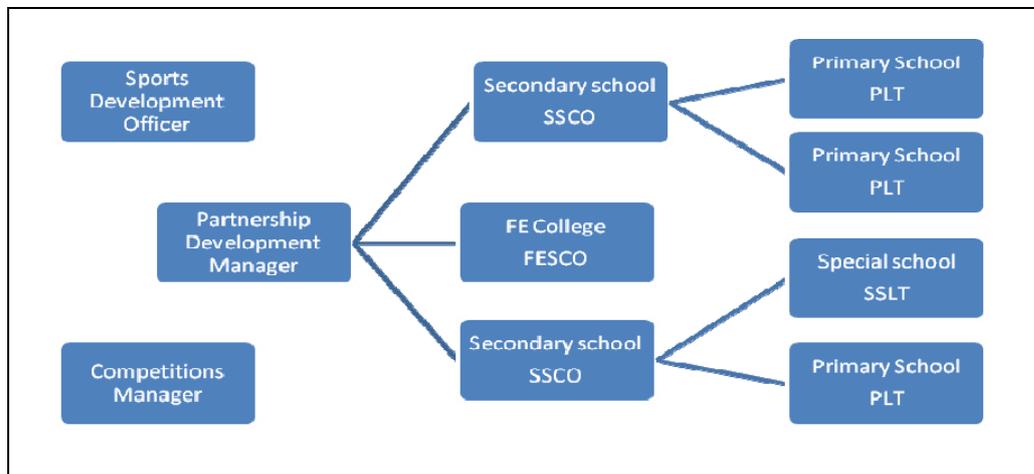
School Sports Partnerships are families of secondary and primary schools working together to increase the quality of sporting opportunities, through the curriculum, after-school activities, inter-school competitions and school to club links. A typical School Sport Partnership will consist of:

- A partnership development manager;
- up to eight school sport co-ordinators;
- 45 primary and special school link teachers.
- 5 Further Education Sport Coordinators.

School Sports Development Officers based in the Local Authority provide strategic leadership and support for the partnerships. Competition Managers also provided assistance in development of competitive opportunities for partnerships although not all partnerships had access to a Competition Manager.

The structure of a typical partnership is summarised below:

A typical partnership model



The role of each of the key players is described in more detail below:

Sport Development Officer – Although not directly part of the SSP, SDOs were in place at local authority level to provide strategic leadership and support for the PDMs. Their role was to increase opportunities for participation in sport for the whole community. They distributed information and organised sport-related projects, classes, programmes, coaches, club development and training for those who simply wish to participate and those who are interested in competition at all levels.

The primary driving force behind the implementation of structures and PE and sport activities related to the Olympic Games and Paralympic Games and the Get Set programme were the Partnership Development Managers. Their assigned role was to organise, manage and develop the partnership in line with national guidance and objectives. They viewed the key objectives of their partnerships as: raising the profile of physical education (PE) and sport; and providing opportunities for pupils/students to participate in sporting activities.

Additional roles and responsibilities highlighted by the PDMs included:

- Ensuring all initiatives were put into place
- Distribution of funding and dissemination of information regarding initiatives to PLTs, SSCOs, and sports staff across schools.
- Managing PLTs and SSCOs.
- Communicating with and supporting schools.
- Nurturing young sporting talent.
- Providing a link (“*Glue*”) between schools and community sport clubs.
- Introducing competitions within the partnership (usually with support of CM).
- Supporting the young ambassadors/sports leaders at secondary schools.

School Sport Co-ordinators - An SSCo was based in each secondary school and concentrated on improving school sport opportunities by developing out of school hours learning, volunteering and leadership and club links across a family of primary and special schools. This was a part-time role (2 days per week), which was sometimes shared, combined with other teaching commitments.

Primary/Special Link Teachers - PLT's/SLTs were based in primary and special schools and aimed to improve the quantity and quality of PE and sport in their own schools. This was also a part-time role combined with other teaching commitments.

Further Education Coordinator – This role was based in Further Education colleges and provided opportunities for FE students to become involved in sports activities.

Competition Manager (CM) – This was another full-time role usually based across two SSPs and hosted by a specialist sports college. Their roles were primarily focused on raising the quality and quantity of competitive opportunities for all young people by delivering clear consistent and progressive competitive opportunities. Competition managers were not included in the research.

Appendix B – Technical appendix

Response Rate

A telephone approach was selected for the Teacher survey rather than a postal survey as the interview was relatively short and this method was likely to yield a much better response rate than a postal approach. This helped to minimise meant there was less of an issue of response bias, which could be significant in this survey, with schools more engaged with the Olympic Games/Paralympic Games being much more likely to respond to a postal survey than other schools.

In order to achieve the best possible response rate the following measures were implemented:

- Telephone interviewers were briefed on the background and objectives of the survey; the sampling; the questionnaire content; and how to encourage respondent participation
- Repeated calls (10+) were made to respondents before abandoning the number or achieving a final outcome
- Respondents were offered flexibility in terms of interviewing times – with interviewers calling back at set appointment times.

A total of 2496 schools and colleges were contacted to achieve the 1500 interviews, representing a response rate of 63%.

	%
<i>Issued sample</i>	2496
Complete interviews	1500
<i>Deadwood</i>	126
<i>Refusals/ Proxy refusals/ deferral</i>	133
<i>Unavailable during fieldwork/ Incapable of interview</i>	37
<i>Incomplete interviews</i>	2
<i>Unresolved sample</i>	698

Weighting

The weighting for the teacher and pupil surveys are as follows.

Teacher survey

The data were weighted to ensure that demographic profiles matched those for all schools. A rim weighting technique was used in which target profiles were set for establishment type (primary school, secondary school, special school, FE College).

The computer system then allocates a weight to each individual such that the overall composition of the sample is balanced in terms of the targets set.

Demographic variable	Categories	Target %
Establishment type	Primary school	80.37
	Secondary school	13.52
	Special school	4.44
	FE college	1.68

Pupil survey

Similarly, pupil data were weighted to ensure that the proportion of pupils in each year group matched those for all schools in England, based on the School Census (October 2010). No weighting was applied for FE colleges.

Demographic variable	Categories	Target %
National curriculum year group	Year 4	11.00
	Year 5	11.08
	Year 6	11.28
	Year 7	11.41
	Year 8	11.53
	Year 9	11.80
	Year 10	11.59
	Year 11	11.63
	Year 12	4.96
	Year 13	3.72

Appendix C – Teacher Questionnaire

INTRODUCTION

Good morning/afternoon, my name is _____ calling from Kantar Operations on behalf of TNS-BMRB, an independent social research organisation. May I speak to [named respondent]?

We are carrying out a survey for the Department for Education to find out how schools and colleges are using the Olympic and Paralympic Games and/or Values to help deliver sport and PE. Both you and the Head of [name of institution] should have received a letter and an information sheet about this in the last couple of weeks.

S1. Can I just check – are you the right person to be speaking to about this at [name of institution]?

Yes – go to S2

No – note the contact details of the relevant person and check if available (if not CLOSE)

S2. Do you have 10 minutes to do the survey now?

INTERVIEWER ADD IF NECESSARY: The survey will help DfE better understand the extent to which schools and colleges are engaging with the London 2012 Olympic and Paralympic Games and/or Values, and how they can provide additional help to ensure the legacy of the Games is a lasting and influential one.

We guarantee that all your answers will be kept confidential. The Department for Education will not be able to identify any individuals or schools from your answers.

MAIN QUESTIONNAIRE

ASK ALL

I1 Firstly, I'd like to ask a few questions about yourself, and [name of institution].

ASK ALL

Qrole Can you please confirm that you are [SSCo/FESCo/PLT/SSLT] at [name of institution]?

INTERVIEWER: DON'T READ OUT. PROMPT IF NECESSARY.

Yes

No

If Qrole = 2, ask Qroleoth

Qroleoth What is your role at [name of institution]?

Head of PE

PE and Sport teacher

Other (specify)

ASK ALL

Q3. QGets Is [name of institution] registered with Get Set?

INTERVIEWER READ OUT IF NECESSARY: Get Set is the official Olympic Education Programme for the London 2012 Olympic and Paralympic Games. It is being delivered by LOCOG, the London Organising Committee for the 2012 Olympic and Paralympic Games who are working in partnership with the Department for Education and other key national education providers and Olympic sponsors.

Yes

No

Don't know

Refused

If QGets = 1 ask QGetsnet

Q4. QGetsNet Is [name of institution] in the Get Set Network?

INTERVIEWER ADD IF NECESSARY: For example - you may have the Get Set plaque at the school, your school may use the logo on school-headed paper

Yes

No

Don't know

Refused

If Qgets =1 AND QGetsNet = 2 or DK ask QGetsNet1

Q5. QGetsNet1 Is [name of institution] currently taking steps to join the Get Set Network?

INTERVIEWER ADD IF NECESSARY: This involves completing a short online application form on Get Set which demonstrates your school's commitment to the Olympic and Paralympic Values

IF NO PROBE: Is this because you are not intending to join the Get Set Network or because you were not aware that you could become a member of the Get Set Network

Yes

No – Still deciding

No – and not intending to

No and not aware of Network

Don't know

Refused

If QGets = 2 or DK, ask QGSaware

Q6. QGSaware Had you heard of Get Set before today?

Yes

No

Don't know

Refused

If QGSaware = 1, ask QGSint

Q7. QGSint Is [name of institution] planning to register with Get Set before the 2012 Olympics and Paralympics?

Yes

No

Don't know

Refused

If QGets = 1, ask QGSres

Q8. QGSres How, if at all, have you used the Get Set website?

INTERVIEWER PROMPT AS NECESSARY – CODE ALL THAT APPLY

To get ideas for school activities such as assembly

To download resources for PE and Sport lessons and activities

To download resources for other lessons and areas of the curriculum

To access and enter competitions and prize draws

To develop links with other schools in the area

To blog school activities INTERVIEWER NOTE: IF QUERIED, SCHOOL ACTIVITIES CAN BE RECORDED THROUGH THE 'YOUR SPACE' AREA OF THE GET SET WEBSITE

Other (please specify)

None of these

Don't know

Refused

ASK ALL

Q9. Qevents Was [name of institution] involved in any of the following events, activities or programmes during the 2009/10 academic year?

INTERVIEWER NOTE: IF QUERIED WE ARE ASKING ABOUT THEIR SCHOOL, NOT THEIR PARTNERSHIP

INTERVIEWER: READ OUT. CODE ALL THAT APPLY

Lloyds TSB National School Sports Week

Young Ambassadors Programme

Playground to Podium

UK School Games

Visits from Sports Champions

Local inspire mark projects ADD IF NECESSARY: These are local projects inspired by the Games that have been accredited and are allowed to use the 2012 logo

None of these

Don't know

Refused

If Qevents <> 7 or DK/ref, ask Qevlink

Q10. Qevlink As you may know these activities and programmes I have just mentioned are linked to the Games. Which, if any, of these events, activities or programmes have been promoted as Olympic or Paralympic activities at your [school/college]?

LIST RESPONSES SELECTED AT Qevents

Lloyds TSB National School Sports Week

Young Ambassadors Programme

Playground to Podium

UK School Games

Visits from Sports Champions

Local Inspire mark projects ADD IF NECESSARY These are local projects inspired by the Games that have been accredited and are allowed to use the 2012 logo

None of these

Don't know

Refused

If QGets = 1 and Qevents < > 7 or DK/REF

Q11.Qpart And would [name of school] participate in these activities anyway, even if the [school/college] was not involved in Get Set or London 2012 related activity?

Yes

No

Don't know

Refused

ASK ALL

Q12. Qevoth

ADD INTRO If Qevents = 7 or DK/ref: As you may know these activities and programmes I have just mentioned are linked to the London 2012 Games.

Has [name of institution] been involved in any other events or activities in PE and Sport linked to the Olympic and Paralympic Games?

Yes

No

Don't know

Refused

If Qevoth = 1, ask Qevspec

Q13. Qevspec What Olympic and Paralympic-related events or activities has [name of institution] been involved in?

OPEN ENDED

If Qevents <>7 (none of these) OR Qevoth = 1, ask Qevrch

Q14. Qevrch Up until now, who has been involved in the Olympic and Paralympic-related events at [name of school]?

INTERVIEWER: PROMPT AS NECESSARY, CODE ALL THAT APPLY

The whole school

Specific year groups

Specific classes

[Pupils/students] studying sport eg. GCSE, BTEC, A-Level

[Pupils/students] most involved in PE and sport

Boys only

Girls only

Low achievers in PE and sport

High achievers in PE and sport

Other (specify)

Don't know

Refused

ASK ALL

Q15. Qsport What new types of sports activities have been introduced as a result of [name of institution]'s involvement with Get Set or London 2012 Olympic and Paralympic related events and activities?

INTERVIEWER PROMPT AS NECESSARY CODE ALL THAT APPLY

GAMES (include mini-sports, mini-games and versions adapted for wheelchair users)

Football (include five-a-side)

Netball

Hockey (include unihoc, ice, roller and street hockey)

Cricket (include kwik cricket, soft-ball cricket)

Table cricket

Rugby (include League, Union, touch rugby or new image rugby)

Rounders

Basketball (include mini-basketball)

Volleyball (include mini-volleyball)

Baseball or softball

Dodgeball

Tennis (include racquet ball, short tennis, swingball)

Badminton and other shuttlecock games

Table tennis

Polybat

Golf, putting, pitch and putt

Tenpin bowling

Squash (include mini-squash)

Bowls (carpet and lawn)

Boccia

Curling (include New Age Kurling)

Other games (specify)

SWIMMING

Swimming, diving or lifesaving

ATHLETIC AND GYMNASTIC ACTIVITIES

Cross country, jogging or road running

Athletics – track and field events, running races or jumping

Gym, gymnastics, trampolining or climbing frame

Other game skills (e.g. hoops, hopscotch, throwing and catching, bean bags, frisbee, tunnel ball)

Aerobics, keep fit (include skipping, dance exercise, exercise bike)

Martial arts – Judo, Karate, Taekwando and other Martial Arts

Boxercise

Boxing or wrestling

Wii Fit

Other athletic and gymnastic activities such as yoga or pilates (specify)

SKATING

Ice skating

Roller skating/blading or skate boarding

OUTDOOR AND ADVENTUROUS ACTIVITIES

Orienteering

Walking (only include walking non-stop for more than 30 minutes for leisure purposes) or hiking

Climbing (include indoor climbing), abseiling or potholing

Cycling, BMX and mountain biking)

Horse riding or pony trekking

Karting

Rowing or canoeing

Angling or fishing

Archery

Skiing (on snow or on artificial surface; on slopes or grass)

Fencing

Waterskiing, sailing, windsurfing or boardsailing

Other outdoor an adventurous activities (specify)

No new sports have been introduced

Don't know

Refused

If Qsport < > 49, ask Qeng

Q16. Qeng How effective have these new sports activities been in involving children who are usually less engaged with sport and PE?

Very effective

Fairly effective

Neither effective nor ineffective

Fairly ineffective

Very ineffective

If Qeng <> 5, ask Qwhich

Q17. Qwhich Which of the new PE and sports activities have proved most appealing to less engaged pupils?

INTERVIEWER PROMPT AS NECESSARY – CODE ALL THAT APPLY

[USE LIST OF SPORTS SELECTED AT QSPORT]

Don't know

Refused

If QGets = 1 OR QGSaware = 1 ask Qstrands

Q18. Qstrands Get Set+ programmes are London 2012 related programmes that are delivered by Sponsors, Foundations and other government agencies. Thinking of these Get Set+ Partner programmes which, if any, has your school been involved to date?

READ OUT CODE ALL THAT APPLY

EDF sustainability programme, The Pod Enterprise

The BP Enterprise Trading Game

BP Trading Challenge Roadshow

The International Inspiration Programme

An enterprise activity connected to the Games e.g. Have you got what it takes?, London 2010 Inspired, Make your mark, Challenge 2008 etc.

The British Council's 'Host Country School Linking Project'

STEM (Science, Technology, Engineering and Maths) challenges e.g. Adidas design a glove challenge

SmallSteps4Life

Other (specify)

None of these

Don't know

Refused

If Qstrands = 1 to 7, ask Qsublink

Q19. Qsublink To what extent have the Olympic and Paralympic Games encouraged links between PE and sport, and other elements of the curriculum?

READ OUT CODE ONE ONLY

A great deal

Quite a lot

A little

Not at all

Don't know

If Qsublink = 1, 2 or 3

Q20. Qsublink1 Which subjects has PE and sport been linked with?

[PSHE/SEAL/Citizenship]

Foreign Languages

Business studies/enterprise/lifelong learning

History

Geography

Maths

Science

Art

Music or drama

Design, Technology or ICT

Other subjects (specify)

Don't know

If QGets = 1 OR Qevents = <>7 (none of these) OR Qevoth = 1, ask Qpara

Q21. Qpara Has [name of institution]'s involvement in Get Set and Olympic and paralympic-related activity and events raised awareness of Paralympic sport amongst [pupils/students] in the [school/college]?

A great deal

Quite a lot

A little

Not at all

Don't know

Refused

ASK ALL

Q22. Quseval There are 3 Olympic Values - friendship, respect and excellence and 4 Paralympic Values - courage, determination, inspiration and equality. Have these Olympic and Paralympic Values inspired lesson planning and been integrated into lessons, activities or events at [name of institution]?

IF YES PROBE Is that for PE and Sport, Other areas of the school curriculum or activities or both

Yes- PE & Sport

Yes- other areas of curriculum/activities

Yes - both

No

Don't know

Refused

If Quseval = 1 or 3 , ask Qusehow

Q23. Qusehow Can you give me an example of the ways in which the Olympic and Paralympic Values been used in Sports and PE at [name of institution]?

OPEN ENDED

ASK ALL

Q24. Qvalext1 To what extent have the Olympic and Paralympic Values influenced activities at [name of institution] during the last year and current school year (2010/2011)?

A great deal

Quite a lot

A little

Not at all

Don't know

ASK ALL

Q25. Qvalext3 To what extent will the Olympic and Paralympic Values influence activities at [name of institution] in the Olympic year (2011/2012)?

A great deal

Quite a lot

A little

Not at all

Don't know

ASK ALL

Q26. Qvalext4 To what extent will the Olympic and Paralympic Values influence activities at [name of institution] in the longer term?

A great deal

Quite a lot

A little

Not at all

Don't know

ASK ALL

Q27. QPDM How much support (if any) have you received from your local PDM (Partnership Development Manager / and.or Primary Link Teacher & SeSCo if the respondent is a PE teacher) in using Get Set and developing the Olympic related activities for [name of institution]?

READ OUT – CODE ONE ONLY

A great deal

Quite a lot

A little

None at all

Don't know

Refused

ASK ALL

Q28. Qben What do you think are the benefits, if any, of being involved in Olympic related PE and Sport activities for [name of institution]?

INTERVIEWER: ASK UNPROMPTED. CODE ALL MENTIONS BELOW.

Increasing the range of sports offered by the school/college

Increasing the number of pupils involved in sports outside of lessons

Increasing participation amongst disengaged groups

Pupils learning the Olympic and Paralympic Values, and/or valuable lessons that the Olympics can teach them

Encouraging pupils to excel in sports and PE

Increasing links between Sports & PE and other areas of curriculum

Identifying and developing more Olympic sportspeople

Other (specify)

There are no benefits

Don't know

Refused

ASK ALL

Q29. Qaware Thinking now about the pupils at [name of Institution]. In general, how interested and engaged do you think they are currently with the London 2012 Olympics and Paralympic Games and/or Values?

READ OUT CODE ONE ONLY

A great deal

Quite a lot

A little

Not at all

Don't know

Refused

If institution <> Special school, ask QProv

Q30. QProv In addition to this interview, we are conducting a survey of pupils and students on behalf of the Department for Education, in order to assess their awareness and attitudes towards the Games. We would like to include [name of institution] in our list of schools and colleges to select from for this stage of the study and have also written to your head teacher about participating in the < pupils / students > survey.

In principle, would your school/college be willing to participate in the < pupils / students > survey if you were selected? INTERVIEWER NOTE: ADD IF NECESSARY: < subject to confirmation from the head teacher >

Yes

No

Don't know

Refused

ADD IF NECESSARY

SCHOOLS: the pupils survey will involve students in a selected class completing a short self completion survey , which will take about 10-15 minutes.

COLLEGE: One of interviewers will spend a day at the college interviewing across section of about 15-20 students when they enter, leave or move about the campus.

Appendix D - Teacher survey advance letter



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< Head teacher >

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<Add 2>

<Add 3>

<Add 4>

<Add 5>

Ref: < REF >

6 September 2010

Schools' and Colleges' Engagement with the London 2012 Olympic and Paralympic Games

I am writing to inform you about a research study that is about to take place. TNS-BMRB has been commissioned by the Department for Education (DfE) to examine whether schools and colleges are using the Olympic and Paralympic Games and Values to help deliver the objectives of the Olympic Education Programme - Get Set - through sport and PE.

Get Set is the official Olympic Education Programme for the London 2012 Olympic and Paralympic Games. It is being delivered by LOCOG, the London Organising Committee for the 2012 Olympic and Paralympic Games who are working in partnership with the Department for Education and other key national education providers and Olympic sponsors.

The project will help DfE better understand the extent to which schools and colleges are engaging with the 2012 Olympic and Paralympic values and how they can provide additional help to ensure the legacy of the Games is a lasting and influential one. I have provided further information about the project in the enclosed leaflet.

< Name of institution > has been randomly picked among a list of schools that will be approached to take part in this research. The < PLT / SSCo > at your school will receive a telephone call from one of our interviewers during September or October to complete a 10 minute telephone interview about engagement with Get Set. We have also written to your < PLT / SSCo > requesting their participation.

In addition to this survey, we are also conducting research with pupils to assess their awareness and attitudes towards the Olympic and Paralympic Games. This stage of the

research would involve a one-off visit to schools by an interviewer in October or November who would ask one class of pupils to complete a self-completion questionnaire. We expect this session would last no longer than 30 minutes. During the telephone interview with the < PLT / SSCo> at < name of institution > we will establish, in principle, whether your school would be interested in taking part in this research and, if so, would subsequently contact you to confirm this.

Your participation in the research is voluntary but we do hope, if contacted, that you will be interested in participating, as the success of the research depends on a wide selection of schools being involved. It does not matter if your school has had limited, or no, engagement with Get Set – this would be a key finding for us to consider in our research results. I can also assure you that everything that is discussed will be totally confidential. **No school or individual will be identifiable in the report produced for DfE.**



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Appendix E - Pupil Questionnaire

This is a questionnaire about the London 2012 Olympic and Paralympic Games. We would like you to read the questions and select your answers by ticking the box next to the answers you want to give.

Usually after answering each question you go on to the next one but sometimes you will find an instruction telling you which questions to answer next like this:

Yes → Go to Q4

No → Go to Q5

Please make sure you read and follow the instructions carefully as you might not need to answer every question in the questionnaire.

Please ask the interviewer if you need any help while answering the questionnaire.

1. Before today, had you heard of the Olympic Games?

Yes

No

2. Before today, had you heard of the Paralympic Games?

Yes

No

3. Before today, did you know that the 2012 Olympic and Paralympic Games will be held in London?

Yes

No

4. How much do you know about the London 2012 Olympic and Paralympic Games?

A lot

Quite a lot

Not very much

Nothing at all

5. (PRIMARY ONLY) What do you think is the best thing about the Olympic and Paralympic Games being held in London in 2012?

Please tick **one** thing from the list below.

- I can go to watch it
- It will get more people to take part in sport
- Having famous sports stars in the country
- More people from other countries will visit England
- We will have a better understanding of different countries

5. (SECONDARY AND FE) What do you think are the **top three** things about the Olympic and Paralympic Games being held in London in 2012?

Please tick up to **three things** from the list below

- I can go to watch it
- It promotes sport and fitness
- It will get more people to take part in sport
- People will want to be fitter and lead healthier lives
- We will have better sports facilities in London
- Having famous sports stars in the country
- It is good for London
- It is good for the UK
- It is good for British athletes
- More people in Britain will be proud to be British
- It will increase tourism
- We will have a better understanding of different people and cultures
- It will create jobs

6. How excited do you feel about the 2012 Olympic and Paralympic Games being held in London?

Please tell us how excited you are by giving a score between 1 and 10. 1 means you're not excited at all, and 10 means you're extremely excited.

Not Excited At All

Extremely Excited

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>									

The next few questions are about PE and Sport that you do in school, or school clubs. Please only think about school activities when you answer these questions.

7. How much do you enjoy doing PE and Sport at school?

Please tell us how much you enjoy it by giving a score between 1 and 10. 1 means you don't enjoy it at all, and 10 means you really enjoy it.

Don't Enjoy At All

Really Enjoy

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>									

8. During your last school year, did you do any **new** sports and activities in PE and Sport at school? *By last school year, we mean the 2009/10 school year that started in September 2009 and finished in July 2010.*

Yes → **Go to 9**

No → **Go to 10**

Don't Know

9. What **new** sports have you done at school in your last school year?

Make sure you only think about new sports that you have done at your school in the last school year.

GAMES (include mini-sports, mini-games and versions adapted for wheelchair users)

Rounders
Basketball (include mini-basketball)
Volleyball (include mini-volleyball)
Baseball or softball
Dodgeball
Tennis (include racquet ball, short tennis, swingball)
Badminton and other shuttlecock games
Table tennis
Golf, putting, pitch and putt
Tenpin bowling
Squash (include mini-squash)
Bowls (carpet and lawn)
Other games (Please write in)

9. What new sports have you done? (continued)

ATHLETIC AND GYMNASTIC ACTIVITIES

Swimming, diving or lifesaving
Cross country, jogging or road running
Athletics – track and field events, running races or jumping
Gym, gymnastics, trampolining or climbing frame
Other game skills (e.g. hoops, hopscotch, throwing and catching, bean bags, frisbee, tunnel ball)
Aerobics, keep fit (include skipping, dance exercise, exercise bike)
Martial arts – Judo, Karate, Taekwando and other Martial Arts
Boxing or wrestling
Wii Fit
Other athletic and gymnastic activities (Please write in)

OUTDOOR AND ADVENTUROUS ACTIVITIES

Ice skating
Roller skating/blading or skate boarding
Orienteering
Hiking
Climbing (include indoor climbing), abseiling or potholing
Cycling, BMX and mountain biking
Horse riding or pony trekking
Karting
Rowing or canoeing
Angling or fishing
Archery
Fencing
Waterskiing, sailing, windsurfing or boardsailing
Other outdoor and adventurous activities (Please write in)
Don't know

10. When you think about sport, what words and phrases do you think of? *Please select the words and phrases that come into your mind, from the list below.*

- | | |
|-----------------------|--------------------|
| Making friends | Fairplay |
| Thinking about others | Winning and losing |
| Having fun | Taking part |
| Being brave | Teamwork |
| Not being good enough | Involving everyone |
| Being the best | Setting an example |
| Being healthy | Disappointment |
| Trying your hardest | None of these |

11. During your last school year, have you learnt or done anything related to the Olympic and Paralympic Games at school/college?

Yes → **Go to 12**

No → **Go to 14**

Don't Know

12. Where was this...

PE and sports lessons

In other lessons → **Go to 13**

In assembly or form time

At after school clubs

Don't know

13. (SECONDARY AND FE) Which lessons was this...

PSHE/citizenship

History or geography

Maths or sciences

English

Foreign languages

Art, music or drama

Design, Technology or ICT

Enterprise, business studies or lifelong learning

Other lesson (Please write in below)

14. How much do you enjoy learning about the following:

Please give each a score between 1 and 10. 1 means you don't enjoy learning about it all, and 10 means you really enjoy learning about it.

Sport in general									
Don't Enjoy At All					Really Enjoy				
1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>									

Sports competitions, such as the Olympics and The World Cup									
Don't Enjoy At All					Really Enjoy				
1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sports stars and players									
Don't Enjoy At All					Really Enjoy				
1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>									

15. Does learning about the Olympic and Paralympic Games at school make lessons and activities more, or less fun and interesting?

- More
- Less
- About the same
- Don't know

16. Do you think that learning about the Olympic and Paralympic Games will make you want to do more or less PE and Sport?

- More
- Less
- About the same
- Don't know

17. When you think about the Olympic and Paralympic Games, which words and phrases do you think of? Please select the words and phrases that come into your mind, from the list below.

- | | |
|--------------------|---------------|
| Competition | Excellence |
| Friendship | Confidence |
| Leadership | Determination |
| Respect | Togetherness |
| Strength and power | Courage |
| Inspiration | Equality |
| Skills | None of these |

18. Here are some statements which people have made about the London 2012 Olympics and Paralympic Games and learning about this in school. How strongly do you agree or disagree with each of these statements?

	Agree a lot	Agree a little	Neither agree or disagree	Disagree a little	Disagree a lot	Don't know
I am aware that the Paralympics holds lots of different sports events for people with different kinds of disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning about the Olympics/Paralympics in school, will encourage me to do more sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Olympics are a great way to learn about a lot of things from eating healthy foods to different languages and cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Olympics puts too much importance on winning rather than taking part	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The 2012 Olympic and Paralympic Games will involve everyone in Britain as there are lots of events and activities taking place outside London	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Which of the following do you think are the mascots for the 2012 London Olympic and Paralympic Games?

- Miga and Quatchi
- Zakumi and Striker
- Wenlock and Mandeville
- Tip and Tap
- Syd, Millie and Oly

- Don't know

20. **(SECONDARY AND FE)** Involvement in sports and other activities connected to the London 2012 Olympics and Paralympic Games may have wider benefits for young people. To what extent do you feel involvement in sports and other activities connected to the Games will ...?

Please select one answer for each of the statements below.

| Improve young peoples' confidence and communication skills | <input type="checkbox"/> |
|----------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Improve your own personal confidence and communication skills | <input type="checkbox"/> |
| Improve what young people feel they can do and achieve | <input type="checkbox"/> |
| Improve what you personally feel you can do and achieve | <input type="checkbox"/> |

Thank you very much for completing the questionnaire! Now please hand the questionnaire back to the interviewer.

Appendix F – Case study methodology

Eight School Sports Partnerships (SSPs) were selected, based on a number of criteria, as case studies for the qualitative research. The eight case studies were selected to provide a geographical spread across England, covering the North, Midlands and South. The additional criteria for case study selection reflected various characteristics: including a range of scores on the School Sports survey; varying proximities to Olympic and Paralympic venues (within and outside London); as well as varying levels of social deprivation. The eight case studies are detailed in table 4.

Table 4: Case study criteria

1	Partnership within a local authority <u>in London</u> that will be hosting events for the Olympic Games
2	Partnership within a local authority <u>outside</u> of London that will be hosting the an event for the Olympic Games
3	Partnership that has really <u>championed the Get Set Programme</u> , through feedback from the teacher survey and through other sources
4	Partnership selected on the basis of very <u>positive results</u> on a matrix of measures of the PE and Sport survey and the Olympic and Paralympic Survey (e.g. high levels of participation, leadership, club links, high number of Olympic events) ¹⁵
5	Partnership selected on the basis of <u>below average results</u> on a matrix of measures of the PE and Sport survey and the Olympic and Paralympic Survey ¹⁶
6	Partnership in a <u>socially deprived area</u> (selected by identifying highest % of pupils receiving free school meals)
7	Partnership with <u>average performance</u> on PE and Sport survey ¹⁷
8	Partnership with a <u>high degree of variation in performance</u> on survey ¹⁸

¹⁵ Selected based on a combination of results from the following questions from the school sports survey.

- Q2 - What is the total number of pupils in each year group who participate in at least three hours of high quality PE and out of hours school sport in a typical week?
- Q6 - What is the total number of pupils in each year group who have taken part in inter-school competition during this academic year?
- Q10 - What is the total number of pupils in each year group who have participated in one or more community sports, dance or multi-skill clubs with links to the school during this academic ye
- Q12 - What is the total number of pupils in each year group actively involved in sports volunteering and leadership this academic year?

¹⁶ Ibid

¹⁷ Ibid

¹⁸ Ibid

Within each partnership, interviews were conducted with: Sports Development Officers, head teachers, Partnership Development Managers, Secondary School Sports Coordinators, Primary Link Teachers, and Further Education School Sports Co-coordinators'. Observations and informal discussion were conducted with pupils from primary, secondary and special schools and with FE students.

The initial case study was treated as a pilot and feedback from the researcher led to minor changes to the discussion guides. (A copy of the discussion guides is appended)

Recruitment

Researchers contacted the PDM in each of the Partnerships and invited them to participate in the research. If a Partnership refused then an alternative Partnership was selected. PDMs were requested to contact the relevant staff and schools and invite them to participate. Most PDMS were happy to organise this themselves although some gave the contact details to the researcher to follow up.

The MRS guidelines indicate that it is sufficient for the school to give permission for pupils to participate. However, we forwarded a letter to both primary and secondary schools and requested that these were passed on to parents to ensure they also consented. This turned out to be more challenging than anticipated as teachers were all aware that parental permission was unnecessary and therefore some did not pass these onto parents as requested.

Fieldwork Schedule

Each case study was assigned a researcher who spent 2/3 days immersing themselves in the partnership and conducting interviews and observations with staff and pupils/students. Below is an example of how the fieldwork may have run across the allotted 2-3 day period assigned to each case.

Day	Fieldwork
1	<ul style="list-style-type: none">• 1 x PDM interview• 1 x Discussion group with the Sports Coordinators (SSCOs)• 1 x Secondary School Lesson Observation• 1 x Depth interview with headteacher
2	<ul style="list-style-type: none">• 1 x PLT interview• 1 X Depth interview with SSLT• 1 x Primary School Lesson Observation• 1 x Depth interview with headteacher
3	<ul style="list-style-type: none">• 1 x Telephone Depth interview with the Sports Development Officer (Local Authority)• 2 x Depth interview with PLTs• 1 x Depth interview with 1 FESCO

Analysis

Interviews were recorded with the permission of participants and the data was analysed thematically by the research team.

The analytical procedure used at TNS-BMRB involves a systematic process of sifting, summarising and sorting the material according to key issues and themes. We use a set of content analysis techniques, known as '*Matrix Mapping*', to ensure an optimum synthesis of findings from the verbatim data.

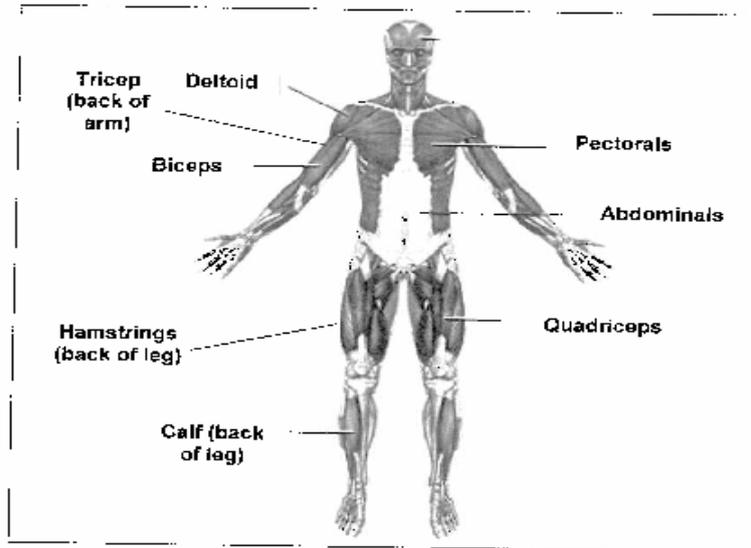
Matrix Mapping begins with a researcher debrief and familiarisation stage and would include an executive researcher's review of the data. Based on the coverage of the topic guide, the researchers' experiences of conducting the fieldwork and their preliminary review of the data a thematic framework is constructed. The analysis then proceeds by summarising and synthesising data according to this thematic framework. When all the data have been sifted the analyst begins to map the data and identify features within the data: defining concepts, mapping the range and nature of phenomenon, finding associations, and providing explanations.

The mapping process is similar whichever of the above features are being considered. The analyst reviews the summarised data; compares and contrasts the perceptions, accounts, or experiences; searches for patterns or connections within the data and seeks explanations internally within the data set.

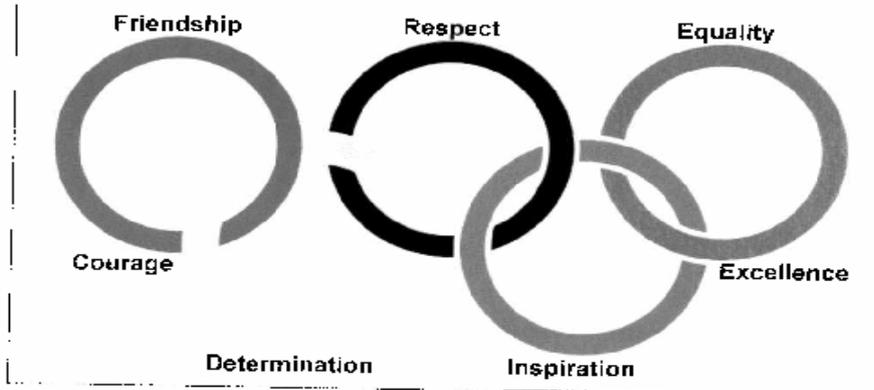
Piecing together the overall picture is not simply a case of seeking a multiplicity of evidence, but of searching for structures within the data that have explanatory power. The key issues, and the features that underpin them, are then used as the basis for constructing oral presentations and written reports. We use verbatim quotes to illustrate the findings.

Appendix G – Activities

Muscles of the Body



Olympic and Paralympic Values



Appendix H – Case study topic guides

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10.1 Topic guide: The London 2012 Games and schools - Sports Development Officers

Aim:

TNS-BMRB is conducting research on behalf of the Department for Education (DfE) to explore schools' and colleges' engagement with the 2012 Olympic and Paralympic Games in the area of sport and physical education. The over-arching aim is to *understand how schools and colleges are using the Olympic and Paralympic Games and values to help deliver the objectives of the Olympic Education Programme through sport*. The case studies will provide a more in-depth understanding of how the programme is working on the ground. School Sport Partnerships had been selected as the unit of analysis for our case studies. Even though the Secretary of State has announced that the Department will not continue to provide ring-fenced funding for school sport partnerships, they have played (and still play) an important role in the delivery of PE and sport so far, that's why we want to include your views in our data collection.

1. Introduction

- TNS-BMRB independent research agency; working on behalf of DfE
- Purpose of the interview (see box above)
- Recording interviews; explain recordings are only available to the research team
- Confidential – their views will be used, but not identifiable
- They can stop the interview at any time
- Duration of interview (not more than 1 hour)

2. Background

- Can you tell me about your role as a Sports Development Officer?
 - within the local authority
 - within the school sports partnership
- What are your day to day responsibilities?

- distributing information; organising sport-related projects, classes, programmes, coaching, club development and training, overseeing strategic planning and implementation etc.
- What have been the objectives of the school sports partnerships?

3. Knowledge of the Olympic education programme

- What do you know about the Olympic education programme – known as Get Set?

This is the official Olympic Education Programme for the London 2012 Olympic and Paralympic Games. It is being delivered by LOCOG, the London Organising Committee for the 2012 Olympic and Paralympic Games who are working in partnership with the Department for Education and other key national education providers and Olympic sponsors.

- Who plays a role
- Key aims
- Own role
- How is Get Set being introduced to schools and colleges within your partnerships?
 - Who plays a role
 - Own role
 - Enablers (motivated schools/colleges, support, etc.)
 - Barriers (lack of motivation, lack of funding, lack of facilities etc.)
- What support do you receive in introducing Get Set to schools and colleges within your partnership?
 - From whom (e.g. Local authority, national level); Strategic direction; coordination; materials; other
- What support do you provide to the Partnership Development Manager/School Sports Coordinators/Head teachers in introducing Get Set to schools and colleges within your partnership?
 - Strategic direction; coordination; materials; other

4. Get Set activities

- What links do you have within the local authority and school sports partnership?

- NHS, schools, colleges, charities, sports governing bodies and regeneration initiatives.
- Links with:
 - o Head teachers
 - o Partnership development managers
 - o School sports coordinators
 - o Primary link teachers/Special school link teachers/Further education sports coordinators
 - o Other
- What activities/events have taken place or are planned around the 2012 Olympic and Paralympic Games?
- How are schools/colleges being encouraged to participate in Get Set?
- How are schools/colleges being encouraged to change/expand their sports offer to encourage greater involvement with sport?
- How are schools/colleges being encouraged to introduce competitive sports?
- How are schools/colleges being encouraged to increase the opportunities and motivation for disengaged groups to participate in sport?
- What activities/events/changes have been more and less successful?
 - Examples
- What are the key challenges involved?

5.1 Impact of Get Set

- Are schools being encouraged to promote the Olympic and Paralympic values in schools?
 - If yes, how
 - If no, are there plans to promote them
 - Sport already has values such as teamwork etc.

*The **Olympic values** are: respect, excellence, friendship. The **Paralympic values** are: courage, determination, inspiration, equality.*

- To what extent have the Olympic and Paralympic Games and the Values increased involvement of pupils in sports and PE?

- Those less sporty/interested in sports
 - Those with disabilities (Raising awareness that paralympics is for people with all kinds of physical and mental issues)
 - Harder to engage groups/lower achievers
- What have been the benefits for Sports and PE of engaging with the Olympic and Paralympic Games and Values?
 - Are there any challenges/barriers to engagement with the Olympic and Paralympic Games and Values?
 - What issues arisen
 - How have/might these be resolved?
 - Is there a strategy within PE & sports for reaching dis-engaged groups?
 - If no, should there be
 - If yes, what does it consist of
 - Are the Olympic and Paralympic Games and Values contributing to this strategy?
 - How
 - What can schools do themselves to sustain these Olympic and Paralympic activities after the Games have finished?
 - Motivation; funding; etc
 - Can you think of any other benefits from pupils/students engaging with the Olympic and Paralympic values and activities?
 - Are there any other challenges/barriers to engagement with the Olympic and Paralympic Games and values?
 - What issues arisen
 - How have/might these be resolved?
 - It won't have a long-lasting impact
 - Linking into activities in local community
 - Making it seem relevant outside on London/East London

6.Closing

- Thank you very much for your time

10.2 Topic guide: the London 2012 Games and schools – Partnership Development Manager

Aim:

TNS-BMRB is conducting research on behalf of the Department for Education (DfE) to explore schools' and colleges' engagement with the 2012 Olympic and Paralympic Games in the area of sport and physical education. The over-arching aim is to *understand how schools and colleges are using the Olympic and Paralympic Games and values to help deliver the objectives of the Olympic Education Programme through sport*. The case studies will provide a more in-depth understanding of how the programme is working on the ground. School Sport Partnerships had been selected as the unit of analysis for our case studies. Even though the Secretary of State has announced that the Department will not continue to provide ring-fenced funding for school sport partnerships, the Partnerships have played (and still play) an important role in the delivery of PE and sport so far, that's why we want to include your views in our data collection.

1. Introduction

- TNS-BMRB independent research agency; working on behalf of DfE
- Purpose of the interview (see box above)
- Recording interviews; explain recordings are only available to the research team
- Confidential – their views will be used, but not identifiable
- They can stop the interview at any time
- Duration of interview (not more than 1 hour)

- Can you tell me about your role as a Partnership Development Manager?
 - within the local authority
 - within the school sports partnership
 - within schools/colleges
- What are your day to day responsibilities?
 - distributing information; organising sport-related projects, classes, programmes, coaching, club development and training, overseeing strategic planning and implementation etc.
- What have been the objectives of the school sports partnership?

3. Knowledge of the Olympic education programme

- What do you know about the Olympic education programme – known as Get Set?

This is the official Olympic Education Programme for the London 2012 Olympic and Paralympic Games. It is being delivered by LOCOG, the London Organising Committee for the 2012 Olympic and Paralympic Games who are working in partnership with the Department for Education and other key national education providers and Olympic sponsors.

- Who plays a role
 - Key aims
 - Own role
-
- What are your views of the programme in achieving greater involvement in sport and helping to raise aspirations/achievement of younger people?
 - How is Get Set being introduced to schools and colleges within your partnership?
 - Who plays a role
 - Own role
 - Enablers (motivated schools/colleges, support, etc.)
 - Barriers (lack of motivation, lack of funding, lack of facilities etc.)
 - What support have you received in introducing Get Set to schools and colleges within your partnership?
 - From whom (Sports development officer, Local authority); Strategic direction; coordination; materials; other
 - What support do you provide to the School Sports Coordinators/teachers in introducing Get Set to schools and colleges within your partnership?
 - Strategic direction; coordination; materials; other

4. Olympic education programme activities

- What links do you have within the local authority and school sports partnership? Which of these have been more effective?
 - NHS, schools, colleges, charities, sports governing bodies and regeneration initiatives.

- Links with:
 - o Head teachers
 - o Partnership development managers
 - o School sports coordinators
 - o Primary link teachers/Special school link teachers/Further education sports coordinators
 - o Other

- Do you have any involvement in key Get Set events/activities?
 - National Sports Week (annual voluntary week-long celebration of school sport)
 - UK School Sports
 - Young Ambassadors (selected due to sporting talent or outstanding commitment and ability as young leaders or volunteers. Role involves increasing participation in school sport and PE, promoting active and healthy lifestyles and spreading the word of the Olympic and Paralympic values)
 - Use of both Olympic and Paralympic sporting heroes to inspire youth

- Do you have any other activities currently or being planned focused on the London 2012 Olympics/Paralympics in Sports and PE?
 - Current or planned
 - How inspired by/related to Olympics/Paralympics
 - Format (Teaching materials; Assemblies; Homework)
 - Level of involvement (whole school/specific years/classes/specific groups)
 - In school/out of school clubs

- How are these events/activities coordinated within and between partnerships?

- To what extent would schools/colleges be aware that these are linked to the Olympic education programme?

- What are the enabling factors for introducing these events/activities to schools/colleges?
 - Motivated schools/colleges; Support; Other

- What are the barriers to introducing these events/activities to schools/colleges?
 - Lack of motivation; Lack of funding; Lack of facilities; Lack of support; lack of strategic direction; Other

- Which of these events/activities have been more and less successful?

- Examples
 - Why worked/not
- What are the key challenges involved?
 - Have schools/colleges changed their sports offer as a result of the Olympics/Paralympics?
 - E.g. new or expanded activities
 - Activities aimed at specific groups
 - Challenges (Cost of developing new sports activities eg buying equipment; Training staff to deliver new sports)
 - Would this be beneficial
 - Have schools/colleges introduced competitive sports/become Network schools as a result of the Olympics/Paralympics?
 - Within and between schools/colleges
 - What sports, why these in particular
 - Challenges
 - Are schools/colleges being encouraged to incorporate the Olympics/Paralympics (Values) in other areas of the curriculum?
 - How
 - Which areas of the curriculum
 - Have they personally used it
 - Would this be beneficial
 - Key challenges, if different to sport (not seen as relevant; not part of the core curriculum; time taken to plan and develop new activities)
 - Are schools/colleges encouraged to register for 'Get Set' and become Network schools?

The 'Get Set' website has many activities and ideas for getting children of all ages involved. This provides resources, ideas and opportunities to help teachers make the most of the London 2012 Olympic and Paralympic Games (<http://getset.london2012.com/en/home>).

5. Impact of Get Set

- Are schools being encouraged to promote the Olympic and Paralympic values in schools?
 - If yes, how
 - If no, are there plans to promote them

- Sport already has values such as teamwork etc.

*The **Olympic values** are: respect, excellence, friendship. The **Paralympic values** are: courage, determination, inspiration, equality.*

- To what extent have the Olympics/Paralympics and the Values increased involvement of pupils in sports and PE?
 - Those less sporty/interested in sports
 - Those with disabilities (Raising awareness that paralympics is for people with all kinds of physical and mental issues)
 - Harder to engage groups/lower achievers
- What have been the benefits for Sports and PE of engaging with the Olympics/Paralympics and Values?
- How could the Olympics/Paralympics help include and motivate more dis-engaged groups?
 - Examples
- Are the Olympics/Paralympics and Values contributing to this strategy?
 - How
- What can schools do to sustain these Olympic and Paralympic activities after the Games have finished?
 - Motivation; funding; collaborations; other; etc
- Can you think of any other benefits from pupils/students engaging with the Olympic and Paralympic values and activities?
- Are there any other challenges/barriers to engagement with the Olympic and Paralympic Games and values?
 - What issues arisen? (long-lasting impact; linking into activities in local community; Making it seem relevant outside on London/East London)
 - How have/might these be resolved



- How aware do you think pupils/students are about the London 2010 Olympics/ Paralympics and the Values?
- How interested/excited and involved do you think they are?

- To what extent will pupils/students be aware that specific activities, such as National Sports Week, are related to the Olympics/Paralympics?
- Do you think the Olympics/Paralympics and Values have helped/can help to engage pupils/students with Sports & PE?
 - How

7. Closing

- Thank you very much for your time

10.3 The London 2012 Games and schools topic guide – School Sports Coordinators

	Notes	Approx timing
1. Introduction and background		10 mins
<p>1.1 Scene-setting</p> <p>About TNS-BMRB – independent research agency conducting research on behalf of the Department for Education (DfE) to explore schools' and colleges' engagement with the 2012 Olympic and Paralympic Games in the area of sport and physical education.</p> <p>The over-arching aim is to <i>understand how schools and colleges are using the Olympic and Paralympic Games and values to help deliver the objectives of the Olympic Education Programme through sport</i>. The case studies will provide a more in-depth understanding of how the programme is working on the ground. TNS-BMRB is conducting research on behalf of the Department for Education (DfE) to explore schools' and colleges' engagement with the 2012 Olympic and Paralympic Games in the area of sport and physical education.</p> <p>The case studies will provide a more in-depth understanding of how the programme is working on the ground. School Sport Partnerships had been selected as the unit of analysis for our case studies. Even though the Secretary of State has announced that the Department will not continue to provide ring-fenced funding for school sport partnerships, the Partnerships have played (and still play) an important role in the delivery of PE and sport so far, that's why we want to include your views in our data collection.</p> <ul style="list-style-type: none"> • Confidentiality –views will be used, but not identifiable • Recording group – recordings only available to the research team • Length of discussion approx. 2 hours <p>1.3 Group introductions</p> <ul style="list-style-type: none"> • Participants introduce themselves to the group. Ask participants to give their first name and their favourite sport? 	<p>WELCOME: Orientates interviewee, gets them prepared to take part in the interview</p> <p>Outlines the 'rules' of the group (including those we are required to tell them about under MRS and Data Protection Act guidelines)</p> <p>INTRODUCTION: provides contextual background information about the interviewee and helps respondent become more at ease with discussing issues.</p>	<p>5 mins</p> <p>5 mins</p>

2. Role of School Sports Coordinators		10 mins
<ul style="list-style-type: none"> • Can you tell me about your roles as School Sports Coordinators? <ul style="list-style-type: none"> - within the local authority - within the school sports partnerships • What are your day to day responsibilities? <ul style="list-style-type: none"> - distributing information; organising sport-related projects, classes, programmes, coaching, club development and training, overseeing strategic planning and implementation etc. • What have been the objectives of the school sports partnership? 		<p>5 mins</p> <p>5 mins</p>
3. Knowledge of the Olympic education programme		15 mins
<ul style="list-style-type: none"> • What do you know about the Olympic education programme – known as Get Set? <div data-bbox="272 947 986 1216" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>This is the official Olympic Education Programme for the London 2012 Olympic and Paralympic Games. It is being delivered by LOCOG, the London Organising Committee for the 2012 Olympic and Paralympic Games who are working in partnership with the Department for Education and other key national education providers and Olympic sponsors.</i></p> </div> <ul style="list-style-type: none"> - Who plays a role - Key aims - Own role • How is Get Set being introduced to schools and colleges? <ul style="list-style-type: none"> - Who plays a role - Own role - Enablers (motivated schools/colleges, support, etc.) - Barriers (lack of motivation, lack of funding, lack of facilities etc.) • What support have you received/expect to receive in introducing Get Set to schools and colleges? <ul style="list-style-type: none"> - From whom (Sports development Officer, Partnership development manager, Head teachers); Strategic direction; coordination; materials; other 		<p>15 mins</p>

<ul style="list-style-type: none"> • What support do you provide to schools/colleges and teachers in introducing Get Set? <ul style="list-style-type: none"> - Strategic direction; coordination; materials; other 		
4. Get Set activities		30 Mins
<ul style="list-style-type: none"> • What links do you have within the local authority and school sports partnership? Which of these have been more effective? <ul style="list-style-type: none"> - NHS, schools, colleges, charities, sports governing bodies and regeneration initiatives. - Links with: <ul style="list-style-type: none"> o Head teachers o Partnership development managers o School sports coordinators o Primary link teachers/Special school link teachers/Further education sports coordinators o Other • Do you have any involvement in key Get Set events/ activities? <ul style="list-style-type: none"> - National Sports Week (annual voluntary week-long celebration of school sport) - UK School Sports - Young Ambassadors (selected due to sporting talent or outstanding commitment and ability as young leaders or volunteers. Role involves increasing participation in school sport and PE, promoting active and healthy lifestyles and spreading the word of the Olympic and Paralympic values) - Use of both Olympic and Paralympic sporting heroes to inspire youth • Do you have any other activities currently or being planned focused on the London 2012 Olympic and Paralympic Games in Sports and PE? <ul style="list-style-type: none"> - In school/out of school clubs - Current or planned - Format (Teaching materials; Assemblies; Homework) - Level of involvement (whole school/specific years/classes/specific groups) 		15 mins

<ul style="list-style-type: none"> • How are these activities inspired by/related to Olympic and Paralympic Games? • Are you currently working in partnership with other schools/colleges to deliver Olympic and Paralympic related activities? • To what extent would schools/colleges be aware that these are linked to Get Set? • What are the enabling factors for introducing these events/activities to schools/colleges? <ul style="list-style-type: none"> - Motivated schools/colleges; Support; Other • What are the barriers to introducing these events/activities to school/colleges? <ul style="list-style-type: none"> - Lack of motivation; Lack of funding; Lack of facilities; Lack of support; lack of strategic direction; Other 	<p>Ranking exercise</p>		
<p><i>Rank the enabling factors and barriers in order of importance on the flipchart.</i></p>			
<ul style="list-style-type: none"> • Which of these events/activities have been more and less successful? <ul style="list-style-type: none"> - Examples - Why worked/not • What are the key challenges involved? • Have schools/colleges changed their sports offer as a result of the Olympic and Paralympic Games? <ul style="list-style-type: none"> - E.g. new or expanded activities - Activities aimed at specific groups - Challenges (Cost of developing new sports activities eg buying equipment; Training staff to deliver new sports) - Would this be beneficial • Have schools/colleges introduced competitive sports as a result of the Olympic and Paralympic Games? <ul style="list-style-type: none"> - Within and between schools/colleges - What sports, why these in particular - Challenges • How could the Olympic and Paralympic Games help 			

<p>include and motivate more dis-engaged groups?</p> <ul style="list-style-type: none"> - Examples <ul style="list-style-type: none"> • Are teachers being encouraged to incorporate the Olympic and Paralympic Games in other areas of the curriculum? <ul style="list-style-type: none"> - How - Which areas of the curriculum - Would this be beneficial - Key challenges, if different to sport (not seen as relevant; not part of the core curriculum; time taken to plan and develop new activities) • Are schools/colleges encouraged to register for Get Set and become a Network school? <ul style="list-style-type: none"> - How (becoming Network school is a priority for LOCOG and DfE, so respondents should be prompted to say what are the difficulties associated with it) <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>The 'Get Set' website has many activities and ideas for getting children of all ages involved. This provides resources, ideas and opportunities to help teachers make the most of the London 2012 Olympic and Paralympic Games</i> (http://getset.london2012.com/en/home).</p> </div>		
10 minute break to get a drink		
gramme		40 mins
<ul style="list-style-type: none"> • Are you aware of the Olympic and Paralympic Values? <ul style="list-style-type: none"> - What do they mean to you? <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>The Olympic values are: respect, excellence, friendship. The Paralympic values are: courage, determination, inspiration, equality. Let participant read through the 'Olympic & paralympic values' sheet.</i></p> </div> <ul style="list-style-type: none"> • How aware would you say pupils/students are of the Olympic and Paralympic Values? <ul style="list-style-type: none"> - How would they view them? • Have the Values been promoted in schools/colleges? <ul style="list-style-type: none"> - If yes, how - If no, are there plans to promote them - Sport already has values such as teamwork etc. • Have the Values raised awareness of or increased 		15 mins

<p>involvement with paralympic sports by pupils/students?</p> <ul style="list-style-type: none"> - How <ul style="list-style-type: none"> • To what extent have the Olympic and Paralympic Games and the Values increased involvement of pupils/students in sports and PE? <ul style="list-style-type: none"> - Those less sporty/interested in sports - Those with disabilities (Raising awareness that paralympics is for people with all kinds of physical and mental issues) - Harder to engage groups/lower achievers • What support and guidance is being offered to schools/colleges to place the Olympics on the agenda? • Has your school/college been involved in any Get Set+ programmes? 		15 min
<p><i>Get Set+ programmes are London 2012 related programmes that are delivered by Sponsors, Foundations and other government agencies. Examples include: EDF sustainability programme, The Pod Enterprise; The BP Enterprise Trading Game; BP Trading Challenge Roadshow The International Inspiration Programme; The British Council's 'Host Country School Linking Project' STEM (Science, Technology, Engineering and Maths) challenges; SmallSteps4Life.</i></p>		
<ul style="list-style-type: none"> - What did this consist of? - How did your school become involved? - Benefits - Challenges <ul style="list-style-type: none"> • What have been the benefits for Sports and PE of engaging with the Olympic and Paralympic Games and Values? • Is there is a strategy within PE & sports for reaching dis-engaged groups? <ul style="list-style-type: none"> - If no, should there be - If yes, what does it consist of • Are the Olympic and Paralympic Games and Values contributing to this strategy? <ul style="list-style-type: none"> - How • Are there any other challenges/barriers to engagement with the Olympic and Paralympic Games and values? <ul style="list-style-type: none"> - What issues arisen? (long-lasting impact; linking 		15 mins

<p>into activities in local community; Making it seem relevant outside on London/East London)</p> <ul style="list-style-type: none"> - How have/might these be resolved 	Small group discussion	
<p><i>Break into small groups to discuss the sustainability of these Olympic and Paralympic activities after the Games have finished. Report back to main group.</i></p>		
<ul style="list-style-type: none"> - What schools/colleges could do to sustain these activities - What support would be needed - Motivation; funding; etc 		
		10 mins
<ul style="list-style-type: none"> • How aware do you think pupils/students are about the London 2010 Olympic and Paralympic Games and the Values? • How interested/excited and involved do you think they are? • To what extent will pupils/students be aware that specific activities, such as National Sports Week, are related to the Olympic and Paralympic Games? • Do you think the Olympic and Paralympic Games and Values have helped/can help to engage pupils/students with Sports & PE? <ul style="list-style-type: none"> - How 		
6. Wrap-up		5 mins
Final thoughts / questions THANK AND CLOSE		

10.4 Topic guide: the London 2012 Games and schools – PLT/SSLT/FESCO

Aim:

TNS-BMRB is conducting research on behalf of the Department for Education (DfE) to explore schools' and colleges' engagement with the 2012 Olympic and Paralympic Games in the area of sport and physical education. The over-arching aim is to *understand how schools and colleges are using the Olympic and Paralympic Games and values to help deliver the objectives of the Olympic Education Programme through sport*. The case studies will provide a more in-depth understanding of how the programme is working on the ground. School Sport Partnerships had been selected as the unit of analysis for our case studies.

1. Introduction

- TNS-BMRB independent research agency; working on behalf of DfE
- Purpose of the interview (see box above)
- Recording interviews; explain recordings are only available to the research team
- Confidential – their views will be used, but not identifiable
- They can stop the interview at any time
- Duration of interview (1 hour)

2. Background

- Can you tell me a bit about your role as a Primary Link Teacher/Special School Link Teacher/Further Education Sports Coordinator (select relevant)?
 - within PE/Sports
 - within the school sports partnership
- What are your day to day responsibilities?
 - Amount of teaching
 - Other activities
 - distributing information; organising sport-related projects, classes, programmes, coaching, club development and training, overseeing strategic planning and implementation etc.
- What have been the objectives of the school sports partnership?

3. Knowledge of the Olympic education programme

- What do you know about the Olympic education programme – known as Get Set?

This is the official Olympic Education Programme for the London 2012 Olympic and Paralympic Games. It is being delivered by LOCOG, the London Organising Committee for the 2012 Olympic and Paralympic Games who are working in partnership with the Department for Education and other key national education providers and Olympic sponsors.

- Who plays a role
 - Key aims
 - Own role
-
- What are your views of the programme in achieving greater involvement in sport and helping to raise aspirations/achievement of younger people?
 - How is Get Set being introduced to your school/ college?
 - Who plays a role
 - Own role
 - Enablers (motivated schools/colleges, support, etc.)
 - Barriers (lack of motivation, lack of funding, lack of facilities etc.)
 - What support have you received/expect to receive in introducing Get Set to teachers/pupils/students?
 - From whom (School sports coordinator, Partnership development manager; Head teacher); Strategic direction; coordination; materials; other
 - What support do you provide to teachers in introducing Get Set to?
 - Strategic direction; coordination; materials; other

4. Get Set activities

- What links do you have within the local authority and school sports partnership? Which of these have been more effective?
 - NHS, schools, colleges, charities, sports governing bodies and regeneration initiatives.
 - Links with:
 - o Head teachers

- Partnership development managers
 - School sports coordinators
 - Primary link teachers/Special school link teachers/Further education sports coordinators
 - Other
- Does your school/college have any involvement in key Get Set events/activities?
 - National Sports Week (annual voluntary week-long celebration of school sport)
 - UK School Sports
 - Young Ambassadors (selected due to sporting talent or outstanding commitment and ability as young leaders or volunteers. Role involves increasing participation in school sport and PE, promoting active and healthy lifestyles and spreading the word of the Olympic and Paralympic values)
 - Use of both Olympic and Paralympic sporting heroes to inspire youth
- Does your school/college have any other activities currently or being planned focused on the London 2012 Olympic and Paralympic Games in Sports and PE?
 - How inspired by/related to Olympics/Paralympics
 - In school/out of school clubs
 - Format (Teaching materials; Assemblies; Homework)
 - Level of involvement (whole school/specific years/classes/specific groups)
- To what extent would teachers/pupils/students be aware that these are linked to Get Set?
- What are the enabling factors for introducing these events/activities to schools/colleges?
 - Motivated schools/colleges; Support; Other
- What are the barriers to introducing these events/activities to your school/college?
 - Lack of motivation; Lack of funding; Lack of facilities; Lack of support; lack of strategic direction; Other
- Which of these events/activities have been more and less successful?
 - Examples
 - Why worked/not

- Has your school/college changed their sports offer or become a network school as a result of the Olympic and Paralympic Games?
 - E.g. new or expanded activities
 - Activities aimed at specific groups
 - Challenges (Cost of developing new sports activities eg buying equipment; Training staff to deliver new sports)
 - If not, why
 - Would this be beneficial

- Has your school/college introduced competitive sports as a result of the Olympic and Paralympic Games?
 - Within and between schools/colleges
 - What sports, why these in particular
 - Challenges
 - If not, why
 - Would this be beneficial

- Are teachers being encouraged to incorporate the Olympics/ Paralympic Games and Values in other areas of the curriculum?
 - How
 - Which areas of the curriculum
 - Have they personally used it
 - Would this be beneficial
 - Key challenges, if different to sport (not seen as relevant; not part of the core curriculum; time taken to plan and develop new activities)

- Are teachers encouraged to register with Get Set and getting the school to become a Network school?
 - How
 - Source of information – school, LA, other

The 'Get Set' website has many activities and ideas for getting children of all ages involved. This provides resources, ideas and opportunities to help teachers make the most of the London 2012 Olympic and Paralympic Games (<http://getset.london2012.com/en/home>).

- Have you registered for the Get Set programme?
 - If yes, how long ago
 - If no, are you planning to

- Have you used any materials from the website?
 - What and how used
 - whether contributed materials/on map

- What do you think about the Heroes activity?
- Have you used the Inspiresport website?
 - If yes, what and how used
- Has your school/college been involved in any Get Set+ programmes?

Get Set+ programmes are London 2012 related programmes that are delivered by Sponsors, Foundations and other government agencies. Examples include: EDF sustainability programme, the Pod Enterprise; the BP Enterprise Trading Game; BP Trading Challenge Roadshow The International Inspiration Programme; The British Council's 'Host Country School Linking Project' STEM (Science, Technology, Engineering and Maths) challenges; SmallSteps4Life.

- What did this consist of?
- How did your school become involved?
- Benefits
- Challenges
- Examples of successful activities
 - Why successful
- Examples that have been less successful
 - What problems encountered
 - How could it be overcome

5. Impact of Olympic education programme

- Are teachers being encouraged to promote the Olympic and Paralympic values in schools?
 - If yes, how
 - If no, are there plans to promote them
 - Sport already has values such as teamwork etc.

*The **Olympic values** are: respect, excellence, friendship. The **Paralympic values** are: courage, determination, inspiration, equality.*

- How aware would you say pupils/students are of the Olympic and Paralympic Values?
 - How would they view them?
- Have the Values raised awareness of or increased involvement with paralympic sports by pupils/students?
 - How

- Which external community activities or extra-curricular activities are linked to the Olympics?
 - What impact are these having
- To what extent have the Olympic and Paralympic Games and Values increased involvement of pupils in sports and PE?
 - Those less sporty/interested in sports
 - Those with disabilities (Raising awareness that Paralympics is for people with all kinds of physical and mental issues)
 - Harder to engage groups/lower achievers
- How could the Olympic and Paralympic Games help include and motivate more dis-engaged groups?
 - Examples
- Have you worked in partnership with other schools/colleges to deliver Olympic and Paralympic related activities?
- What have been the benefits for Sports and PE of engaging with the Olympic and Paralympic Games and Values?
- Is there is a strategy within PE & sports for reaching dis-engaged groups?
 - If no, should there be
 - If yes, what does it consist of
- Are the Olympic and Paralympic Games and Values contributing to this strategy?
 - How
- How can schools/colleges ensure that these Olympic and Paralympic activities are sustainable after the Games have finished?
 - How DfE can support schools to enable these to be sustained
 - Motivation; funding; etc
- Can you think of any other benefits from pupils/students engaging with the Olympic and Paralympic values and activities?
- Are there any other challenges/barriers to engagement with the Olympic and Paralympic Games and values?
 - What issues arisen
 - How have/might these be resolved?
 - It won't have a long-lasting impact
 - Linking into activities in local community
 - Making it seem relevant outside on London/East London

6.Views on awareness and knowledge of pupils/students

- How aware do you think pupils/students are about the London 2010 Olympic/ Paralympic Games and the Values?
- How interested/excited and involved do you think they are?
- To what extent will pupils/students be aware that specific activities, such as National Sports Week, are related to the Olympic and Paralympic Games?
- Do you think the Olympic and Paralympic Games and Values have helped/can help to engage pupils/students with Sports & PE?
 - How

7.Closing

- Thank you very much for your time

10.5 Topic guide: the London 2012 Games and schools – Head teacher

Aim:

TNS-BMRB is conducting research on behalf of the Department for Education (DfE) to explore schools' and colleges' engagement with the 2012 Olympic and Paralympic Games in the area of sport and physical education. The over-arching aim is to *understand how schools and colleges are using the Olympic and Paralympic Games and values to help deliver the objectives of the Olympic Education Programme through sport*. The case studies will provide a more in-depth understanding of how the programme is working on the ground. School Sport Partnerships had been selected as the unit of analysis for our case studies.

1. Introduction

- TNS-BMRB independent research agency; working on behalf of DfE
- Purpose of the interview (see box above)
- Recording interviews; explain recordings are only available to the research team
- Confidential – their views will be used, but not identifiable
- They can stop the interview at any time
- Duration of interview (not more than 1 hour)

2. Background

- Can you tell me a bit about how your role as a Head teacher?
 - within school sports
 - within the school sports partnership
- What have been the objectives of the school sports partnership?

3. Knowledge of the Olympic education programme

- What do you know about the Olympic education programme – known as Get Set?

This is the official Olympic Education Programme for the London 2012 Olympic and Paralympic Games. It is being delivered by LOCOG, the London Organising Committee for the 2012 Olympic and Paralympic Games who are working in partnership with the Department for Education and other key national education providers and Olympic sponsors.

- Who plays a role
- Key aims

- Own role
- What are your views of the programme in achieving greater involvement in sport and helping to raise aspirations/achievement of younger people?
- How is Get Set being introduced to your school/college?
 - Who plays a role
 - Own role
 - Enablers (motivated schools/colleges, support, etc.)
 - Barriers (lack of motivation, lack of funding, lack of facilities etc.)
- What support have you received/expect to receive in introducing Get Set to schools and colleges within your partnership?
 - From whom; Strategic direction; coordination; other
- What support do you provide to teachers/the School Sports Coordinator in introducing Get Set to your school/college?
 - Strategic direction; coordination; other

4. Olympic education programme activities

- What links does your school/college have within the local authority and school sports partnership? Which of these have been more effective?
 - NHS, schools, colleges, charities, sports governing bodies and regeneration initiatives.
 - Links with:
 - o Head teachers
 - o Partnership development managers
 - o School sports coordinators
 - o Primary link teachers/Special school link teachers/Further education sports coordinators
 - o Other
- Does your school/college have any involvement in key Get Set events/activities?
 - National Sports Week (annual voluntary week-long celebration of school sport)
 - UK School Sports
 - Young Ambassadors (selected due to sporting talent or outstanding commitment and ability as young leaders or volunteers. Role involves

increasing participation in school sport and PE, promoting active and healthy lifestyles and spreading the word of the Olympic and Paralympic values)

- Use of both Olympic and Paralympic sporting heroes to inspire youth
- Does your school/college have any other activities currently or being planned focused on the London 2012 Olympic and Paralympic Games in Sports and PE?
 - In school/out of school clubs
 - Current or planned
 - Format (Teaching materials; Assemblies; Homework)
 - Level of involvement (whole school/specific years/classes/specific groups)
- How are these activities inspired by/related to the Olympic and Paralympic Games?
- To what extent would teachers (e.g. PLTs/SSLTs/FESCOs) and pupils/students be aware that these are linked to Get Set?
- What are the enabling factors for introducing these events/activities to schools/colleges?
 - Motivated schools/colleges; Support; Other
- What are the barriers/challenges to introducing these events/activities to your school/college?
 - Lack of motivation; Lack of funding; Lack of facilities; Lack of support; lack of strategic direction; Other
- Which of these events/activities have been more and less successful?
 - Examples
 - Why worked/not
- What are the key challenges involved?
- Have schools/colleges changed their sports offer as a result of the Olympic and Paralympic Games?
 - E.g. new or expanded activities
 - Activities aimed at specific groups
 - Challenges (Cost of developing new sports activities eg buying equipment; Training staff to deliver new sports)
 - Would this be beneficial

- Has your school/college introduced competitive sports as a result of the Olympic and Paralympic Games?
 - Within and between schools/colleges
 - What sports, why these in particular
 - Challenges
 - If not, why
 - Would this be beneficial

- Are teachers being encouraged to incorporate the Olympic and Paralympic Games and Values in other areas of the curriculum?
 - How
 - Which areas of the curriculum
 - Have they personally used it
 - Would this be beneficial
 - Key challenges, if different to sport (not seen as relevant; not part of the core curriculum; time taken to plan and develop new activities)

- Can you think of any other benefits from pupils/students engaging with the Olympic and Paralympic values and activities?

5. Impact of Get Set

- Are schools/colleges being encouraged to promote the Olympic and Paralympic values?
 - If yes, how
 - If no, are there plans to promote them
 - Sport already has values such as teamwork etc.

*The **Olympic values** are: respect, excellence, friendship. The **Paralympic values** are: courage, determination, inspiration, equality.*

- Have the Values been promoted in your school/college?
 - If yes, how
 - If no, are there plans to promote them
 - Sport already has values such as teamwork etc.

- How aware would you say pupils are of the Olympic and Paralympic Values?
 - How would they view them?

- To what extent have the Olympic and Paralympic Games and values increased involvement of pupils in sports and PE?
 - Those less sporty/interested in sports

- Those with disabilities (Raising awareness that paralympics is for people with all kinds of physical and mental issues)
- Harder to engage groups/lower achievers
- What have been the benefits for Sports and PE of engaging with the Olympic and Paralympic Games and values?
- How could the Olympic and Paralympic Games and values help include and motivate more dis-engaged groups?
 - Examples
- Are the Olympic and Paralympic Games and values contributing to this strategy?
 - How
- What can schools do to these Olympic and Paralympic activities after the Games have finished?
 - Motivation; funding; collaboration etc
- Are there any other challenges/barriers to engagement with the Olympic and Paralympic Games and values?
 - What issues arisen? (long-lasting impact; linking into activities in local community; Making it seem relevant outside on London/East London)
 - How have/might these be resolved

6.Views on awareness and knowledge of pupils/students

- How aware do you think pupils/students are about the London 2010 Olympics/ Paralympics and the Values?
- How interested/excited and involved do you think they are?
- To what extent will pupils/students be aware that specific activities, such as National Sports Week, are related to the Olympics/Paralympics?
- Do you think the Olympics/Paralympics and Values have helped/can help to engage pupils/students with Sports & PE?
 - How

7.Closing

- Thank you very much for your time

10.6 The London 2012 Games and schools topic guide – Pupils/students at secondary school/colleges

Introduction - *"I am here to find out what pupils/students think about the next Olympic and Paralympic Games."*

Researcher note – Need to know beforehand what activities the school has participated in.

- Pupils/students to give their first name and their favourite sport.
- Have they heard about the Olympics and Paralympics?
 - What do they know (date, mascots, events, locations)
 - Source of information (tv/radio, school, family, friends)
- How do they feel about London hosting the Olympic and Paralympic Games?
 - Interested/not, excited/not etc.? Why?
- What do they feel it will do for sports in UK? And what about for sports in school/after school clubs/colleges?
- Are they excited about the Olympic and Paralympic Games?
- What is the best thing about the Olympic and Paralympic Games? (Spontaneous then probe)
 - Watching it
 - People will want to be fitter and lead healthier lives
 - We will have better sports facilities in London
 - Having famous sports stars in the country
 - It is good for London/the UK
 - It is good for British athletes
 - More people in Britain will be proud to be British
 - It will increase tourism
 - We will have a better understanding of different people and cultures
 - It will create jobs
- Does their school take part in National Sports Week (week-long celebration of school sport every year)?
 - If yes, do they enjoy taking part
 - Do they know that this is linked to the Olympics/Paralympics
- Have the Olympic and Paralympic Games been covered in PE classes/sports lessons?
 - What covered

- Have the Olympic and Paralympic Games been covered in other school classes?
 - Which classes
 - What they did / covered (Lessons; Assemblies; Homework)
- How do they feel about learning about the Olympic and Paralympic Games – whether through sport/PE or other classes?
- Do they play any sports?
 - What sports
 - Where played (PE; school sports; out of school clubs)
 - If not, why? (not available, too expensive, not sporty, disability; embarrassed etc.)
- Have they taken up any new sports/more sport recently?
 - What sports
 - Where played (PE; school sports; out of school clubs)
 - Why did they do this?
- If not participated more, are they more interested generally? Did the Olympic and Paralympic Games motivate/encourage this?
- Are they aware of the Olympic and Paralympic Values?

*The **Olympic values** are: respect, excellence, friendship. The **Paralympic values** are: courage, determination, inspiration, equality.*

- What do they think about the values?
- Have the Values been promoted in their school/college?
 - If yes, how
- Has your school been involved in any of the following programmes (only pupils)?

EDF sustainability programme
 The Pod Enterprise
 The BP Enterprise Trading Game
 BP Trading Challenge Roadshow
 The International Inspiration Programme
 The British Council's 'Host Country School Linking Project'
 STEM (Science, Technology, Engineering and Maths) challenges
 SmallSteps4Life.

- What did this consist of?
- What did you think about it?
- Would they like to volunteer, have they thought about it, pros and cons; link it with London Ambassador programme

10.7 The London 2012 Games and schools topic guide – Pupils primary/special school

- Introduction – *“I am here to find out what pupils think about the next Olympic and Paralympic Games.”*

Researcher note – Need to know beforehand what activities the school has participated in.

- Pupils to give their first name and their favourite sport.
- Have they heard about the Olympic and Paralympic Games?
 - What do they know (date, mascots, events, locations)
 - Source of information (tv/radio, school, family, friends)
- How do they feel about London hosting the games?
 - Interested/not, excited/not etc.? Why?
- Are they excited about the Olympic and Paralympic Games?
- What is the best thing about the Olympic and Paralympic Games? (Spontaneous then probe)
 - Watching it
 - People will want to be fitter and lead healthier lives
 - We will have better sports facilities in London
 - Having famous sports stars in the country
 - It is good for London/the UK
 - It is good for British athletes
 - More people in Britain will be proud to be British
 - It will increase tourism
 - We will have a better understanding of different people and cultures
 - It will create jobs
- Does their school take part in National Sports Week (week-long celebration of school sport every year)?
 - If yes, do they enjoy taking part
 - Do they know that this is linked to the Olympics/Paralympics
- Have the Olympic and Paralympic Games been covered in school classes?
 - Which classes (PE, other)
 - What they did / covered (Lessons; Assemblies; Homework)

- How do they feel about learning about the Olympic and Paralympic Games – whether through sport/PE or other classes?
- Do they play any sports?
 - What sports
 - Where played (PE; school sports; out of school clubs)
 - If not, why? (not available, too expensive, not sporty, embarrassed, disability, etc.)
- Have they taken up any new sports/more sport recently?
 - What sports
 - Where played (PE; school sports; out of school clubs)
 - Why did they do this?
- If not participated more, are they more interested generally? Did the Olympics/Paralympics motivate/encourage this?
- What does sport mean to them?
 - Making friends; teamwork; trying hard; losing/winning etc
- Are they aware of the Olympic and Paralympic Values?
 - What do they mean to them?

*The **Olympic values** are: respect, excellence, friendship. The **Paralympic values** are: courage, determination, inspiration, equality.*

- Have the Values been promoted in their school?
 - If yes, how
- Would they like to volunteer, have they thought about it, pros and cons; link it with London Ambassador programme

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