

National Governing Bodies of Sport Survey

Competitive School Sport

Summary Report

June 2014

Prepared by the TOP Foundation for Ofsted

Executive Summary

In the spring of 2014 an investigation commissioned by Ofsted explored the school backgrounds, ethnicity and socioeconomic status of some of our best adult and age group international sport teams. The same investigation asked 29 National Governing Bodies of sport (NGBs) to report on their competitive school sport provision in 39 different sports; 26 (90%) NGBs agreed to take part and they reported on 35 sports. This NGBs report is part of a wider investigation being undertaken by Ofsted into competitive school sport for Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI), Sir Michael Wilshaw, which includes a supporting report with input from headteachers.

This investigation collated 6 different sets of data on the known school backgrounds of:

- i. Current international representatives from 14 sports (n=224)
- ii. London 2012 Olympic Team (n=279)
- iii. London 2012 Paralympic Team (n=106)
- iv. Players competing in national leagues in 5 sports (n=543)
- v. UK Sport's Athlete Insights Survey: Olympic sports (n=606)
- vi. UK Sport's Athlete Insights Survey: Paralympic sports (n=247).

Analysis showed similar trends across the different data sets. The 2 Paralympic data sets provided a mean of 81% for athletes attending state schools only, 13% for independent schools only and 3% for both types of school. The 2 Olympic data sets provided a mean of 66% for athletes attending state schools only, 22% for independent schools only and 6% for both types of school. In the 2 studies where the athletes self reported their own educational history, the figures for those attending both types of schools was higher, suggesting a degree of mobility by athletes between the state and independent schools. This insight is missing in the other studies and requires further research to establish if athletes are more likely to move between state and independent schools during their career than the typical young person. The figure self-reported by the athletes attending only independent schools was 17% (i) and 16% (v) which is close to the national percentage of students (over 16 years) attending independent schools (17%) or 14% (under 16 years), as calculated from the Department for Education (2013) and the Independent Schools Council census respectively.

As expected there was a wide range of reported school backgrounds across the sports, with equestrian, rowing¹ and fencing having the highest proportion of athletes reporting an independent school background. Sports such as basketball, taekwondo, football and badminton showed the highest numbers of performance athletes with state school backgrounds. These differences may be due to restricted access to certain sports caused by lack of facilities, finance and school traditions.

The ethnicity and socioeconomic status of current international representatives from 14 sports (n=224) was self reported as part of the investigation. It showed that 92% of the athletes selected their ethnicity to be white, which is 6.5% higher than the national average. This finding was supported by the UK Sport Athlete Insights Survey. The ethnic group most underrepresented was Asian and Asian British. Taekwondo and table tennis were found to be the most ethnically diverse sports. In the study, the marker used for socioeconomic status was eligibility for free school meals.

¹ London 2012 Olympic Team Data

Twelve percent of the athletes reported their eligibility for free school meals; a 4% difference from the national average of 16%.

The investigation found that 33 (15%) of the performance athletes reported receiving a sport scholarship whilst at school, 16 of these took the athletes from a state school to an independent school, while only 1 provided a transfer the other way. Rugby union athletes received the most scholarships overall.

The NGBs responses highlighted the many differences between the sports and the challenges in comparing their submissions. Perhaps the greatest difference was the size of the sport, both in terms of organisational capacity and in the number of young people involved in the sport. This extreme was well illustrated in the reported number of young people playing regularly outside of school; football reported an estimated 538,715 players (13-19 years), while Boccia reported only 82 players (under 19 years).

In total, 17 NGBs reported providing a total of £2,192,000 per annum of funding to competitive school sport. Of the 4 NGBs that broke this down by gender, only 29% of this funding was allocated to girls competitions.

All of the major school team sports (n=16) other than volleyball, reported that they offer 'school teams only' championships or finals. Of these, only 6 sports considered them as part of their talent pathway, confirming that many sports have parallel talent and school competition pathways.

In the minor school sports, especially the individual sports, school competition provision was more mixed. Sports such as diving, cycling, taekwondo, judo and canoeing reported active club based competitions for their school aged athletes.

The study showed that in the 9 disability sports, school competition provision is still emerging and is perhaps limited by the lack of competitor numbers.

The types of schools winning school teams finals over the last 10 years varied considerably between sports. Independent school teams were more successful in swimming (91%), hockey (83%), cricket (83%) and tennis (80%) finals, while state school teams were most successful in rugby league (98%), basketball (98%), football (ESFA²) (96%) and track and field (82%) finals. Using the reported data of winning school teams from the last 10 years, for the 17 major school sports, 53% of state schools were winners compared to 46% of independent school winners.

With the data available it is hard to determine if the independent schools are more successful in competitive school sport than the state sector (despite independent schools making up only 10%³ of the schools in England), this is because it would require knowing the types of schools competing at the entry stage of the competition, not just at the winning stage. However, it was possible to compare data for 6 NGBs who reported on the types of schools who regularly compete in their national school competitions alongside their winning school teams' data.

The percentages for these NGBs suggests that while 86% of the schools regularly competing in the 6 sports are state schools, only 53% of the winning schools are state schools. It is worth noting that

² English Schools Football Association

³ Department for Education's 2013 Statistical First Release on Pupils and their Characteristics

this part of the investigation was looking at competitions for school only teams and does not account for the impact of the differing state and independent schools' gifted and talented policies on school representative teams. It is worth asking the questions; is winning a national schools competition a school's priority or is ensuring young people are competing in the most appropriate competition for their talent a school's priority? The latter would of course result in leaving places in a school team to other less talented performers.

A future study could explore the impact of the differing priorities of state schools on increasing participation through competition and the trend of state schools to sign post their best athletes into NGB club pathways, in contrast to the pressures on some independent schools to win high profile sporting events.

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Appendix 1: Desktop investigation of the London 2012 Team GB and domestic league players.

Appendix 2: Athlete Survey: school backgrounds, ethnicity and socioeconomic status.

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Accompanying appendices

Appendix 4: An analysis on the types of school attended by those athletes competing in the 2011 and 2012 Sainsbury's School Games Level 4 competition.

Appendix 5: An analysis on the types of finalist and winning schools competing in cross country and track and field school cup competitions.

Appendix 6: An analysis on the types of school attended by GB athletes competing in the Special Olympics.

This report presents the summary findings of the TOP Foundation investigation.

In January 2014 the TOP Foundation were commissioned by Ofsted to capture and collate data from a range of external sources to inform a wider study of competitive school sport.

1.0 Introduction

This report explores 2 main areas; the educational backgrounds of our best athletes and the provision of 35 competitive school sports.

Over the last 5 years there has been considerable media attention on the type of schools our best Olympic and Paralympic athletes were educated at. The study pulls together multiple sources of information to provide greater clarity and compares the findings with information on players in English domestic leagues.

In addition, 26 National Governing Bodies (NGBs) of sport have provided information for a range of questions exploring the nature of competitive school sport provision on offer in English schools today. Specifically looking at the age range of 13 to 19 years, the report seeks to provide quantitative and qualitative data on the range of national school competitions provided; the level of funding NGBs provide to run national school competitions; the types of schools that have done well in these competitions over the last 10 years; the number of schools regularly competing in sport and the number of boys and girls regularly playing each sport outside of school.

2.0 Method

The data analysed within this report has been gathered from a range of sources, including a NGB questionnaire, an athlete survey, existing surveys and internet searches.

29 NGBs were approached to provide information for the study. These NGBs included:

Badminton England (BE), England Basketball (EB), England & Wales Cricket Board (ECB), Football Association (FA), British Gymnastics (BG), England Hockey (EH), England Netball (EN), Rounders England (RE), Rugby Football League (RFL), Rugby Football Union (RFU), Amateur Swimming Association (ASA), English Table Tennis Association (ETTA), Tennis Foundation (TF), England Athletics (EA), Volleyball England (VE), Amateur Boxing Association (ABA) British Cycling (BCF), British Equestrian Foundation (BEF), British Fencing (BF), English Lacrosse Association (ELA), British Judo Association (BJA), British Rowing (BR), Royal Yachting Association (RYA), Snow Sport England (SSE), British Canoe Union (BCU), British Taekwondo (BT), Boccia England (BocE), Goalball UK (GUK) and Great British Wheelchair Basketball (GBWB).

Only 3 NGBs were unable to take part in the study, Amateur Boxing Association, Snow Sport England and Goalball UK. England Athletics were unable to provide information on disability athletics, but did for cross country and track and field. In total, 26 NGBs shared information for the study, providing a 90% return rate.

The study focused on 39 sports which have been classified by Ofsted into 3 groups. Information was provided for 35 of these sports.

Major school sports: common to the school curriculum for boys and girls	
1	Badminton
2	Basketball
3	Cricket
4	Cross country
5	Football
6	Gymnastics
7	Hockey
8	Netball
9	Rounders
10	Rugby league
11	Rugby union
12	Swimming
13	Table tennis
14	Tennis
15	Track and field
16	Volleyball

Minor school sports: common to the school curriculum for boys and girls	
17	Boxing*
18	Cycling
19	Diving
20	Equestrian
21	Fencing
22	Lacrosse
23	Judo
24	Rowing
25	Sailing
26	Skiing*
27	Water polo
28	Canoeing
29	Taekwondo

Paralympic sports: linked to common school sports	
30	Boccia
31	Goalball*
32	Wheelchair basketball
33	Disability athletics*
34	Sitting volleyball
35	Judo (VI)
36	Football (ID)
37	Wheelchair tennis
38	Disability table tennis
39	Disability swimming

*No data was provided for these sports from their NGBs.

The data was collected and analysed over a period of 8 weeks in January and February 2014. The detailed analysis and presentation of the summary data is outlined in the Appendices.

Appendix 1 - Presents the finding of a desktop investigation into the school backgrounds of 385 athletes competing at London 2012 and into 543 players competing in 8 English national leagues.

Appendix 2 - Presents the results of the Ofsted Athlete Survey: 224 English internationals (u19, u21, u23 and senior representatives) from 19 sports completed a questionnaire, sharing information on their school backgrounds, their ethnicity and socioeconomic background (eligibility for free school meals).

Appendix 3 - Presents the findings of the Ofsted NGBs Questionnaire: 26 NGBs worked with their school sport associations to provide information on their sport's competitive school sport provision across 35 different sports.

This paper provides the high level summary observations drawn from each of these sources to provide information on:

- A. The school backgrounds, ethnicity and socioeconomic backgrounds (eligibility for free school meals) of current English internationals, London 2012 Team GB and national league players.
- B. The nature of competitive school sport provision provided by the NGBs with specific reference to: the type of national school competitions on offer; funding to such events; the names and types of schools winning these competitions and the number of young people regularly playing outside of school.

The research team could not have achieved this level of insight into competitive school sport without the cooperation of the 26 National Governing Bodies of sport, UK Sport and the Youth Sport Trust's School Games officers.

3.0 The school backgrounds, ethnicity and socioeconomic background (eligibility for free school meals) of current English internationals, London 2012 Team GB and national league players

3.1 School background

It is possible to get a good understanding of the types of schools⁴ our best athletes were educated at by comparing 6 different data sets.

The 6 different data sets include an Athlete Survey of 224 current internationals from 19 different sports (see appendix 2); the school backgrounds of London 2012 Team GB Olympic and Paralympic athletes (see appendix 1); the school backgrounds of players in domestic national leagues in 5 sports (see appendix 1) and UK Sport's 2013 Athlete Insights Survey⁵ which covers all the Olympic and Paralympic athletes supported through UK Sport's World Class Programme.

Figure 3.1.a. A comparison of the type of school attended by athletes from 6 different data sets.

		n=	Sampling error [#]	State school only	Independent and state school	Independent school only	<i>Independent at any time</i>
1	Current Internationals (England)*	224	-	67.4%	13.8%	17.4%	31.2%
2	London 2012 Olympic Team	279	+/- 3.6	65.2%	1.1%	28.0%	29.1%
3	London 2012 Paralympic Team	106	+/- 7.6	83.0%	0%	16.0%	16.0%
4	National league players (2012/13 season)	543	+/- 2.3	66.5%	3.9%	29.7%	33.6%
5	World Class Programme ⁶ athletes (2013) Olympic sports **	606	+/- 2.4	66.5%	9.9%	16.2%	26.1%
6	World Class Programme athletes (2013) Paralympic sports***	247	+/- 3.0	78.9%	6.1%	8.9%	15.0%
2+5	Olympic sports mean percentage	-		65.9%	5.5%	22.1%	27.6%
3+6	Paralympics sports mean percentage	-		81.0%	3.1%	12.5%	15.5%

*included 1.3% of overseas schools **included 7.4% not sure ***included 6.1% not sure # sampling error at 95 % confidence levels

The results from the 6 different data sets shows a similarity between the non disabled sports indicating that on average between 65-67% of athletes attended only state schools during their education. This similarity was not as strong for the Paralympic sport with a mean of 81% for the 2 data sets and a range of 4%.

⁴ State = no fee paying. Independent = fee paying

⁵ UK Sport Athlete Insights Survey (2013)

⁶ The World Class Programme is the programme through which UK Sport provides support to the UK's leading athletes in selected Olympic and Paralympic sports

There was a wider discrepancy in the data reported for those only attending independent schools and those attending both state and independent schools. The discrepancy was reduced if the 2 figures are merged; this may be a reflection of the different styles of analysis and reporting.

3.1.1 National averages

Comparing these figures with the national averages is challenging, as the Independent Schools Council (ISC) say in their 2013 Census⁷.

While 7% of school children are currently at independent schools, this figure hides the more complex reality. The likelihood of parents sending their child to an ISC school changes with age... In England over 14% of school pupils aged 16 and over attend an ISC school. This is important as it demonstrates that some pupils move into the independent sector during the course of their schooling: the divide between independent and state is therefore a porous one and more than 7% of pupils attend an independent school at some point during their school career.

Census ISC (2013) page 6.

In addition, the research team established national estimations for the number of pupils attending state and independent school from the Department for Education own published data⁸. The team agreed within +/- 1% with the ISC for their under 16 figure of 7%, but found a difference of +3 % with the over 16 years figure 14%.

The data indicates that more athletes attend independent schools than the national average, even when the post 16 age averages are explored. The UK Sport Athlete Insights data for Paralympic sports shows the lowest proportion of athletes attending independent schools, with the national league players showing the highest. (See table 3.1.a)

The 2 Paralympic data sets reflected the national average for the type of school attended.

This rather simplistic comparison is a blunt tool and neglects to understand the traditions and pathways of individual sports in nurturing young talent in England. It would be wise to explore the school backgrounds by sport.

3.1.2 School background by sport

In general, across the sports there is a wide difference in the school backgrounds for all of the data sets.

A number of sports like boxing and judo show that all their athletes have a state school only background, while at the other end equestrian and para sailing showed that over 70% of their athletes had an independent school only background. It is worth noting that in some of the sports the number of athletes within the cohorts are small.

One of the areas with the greatest range between the sports, especially in the current internationals data set, was the athletes reporting both state and independent school backgrounds. This could be seen as a measure of 'school type mobility' and sports like rounders (40%), rugby union (32%) and wheelchair tennis (40%) were the highest. This school type mobility may be influenced by the talent programmes within the sports. An example would be rugby union's AASE programme which attracts selected players into state schools to complete their post 16 years studies in schools close to professional clubs.

⁷ ISC (2013) 2013 Census Independent Schools Council, London

⁸ Department for Education's 2013 Statistical First Release on Pupils and their Characteristics

Figure 3.1.2.a. A comparison of the sports with the highest reported schools backgrounds, showing the 1st and 2nd ranked sport under each heading.

Data set	Attended state school only	Attended both a mixture of state and independent schools	Attended independent school only
Current internationals (England)	Cycling (100%) Taekwondo (94%)	Rounders (40%) Wheelchair tennis (40%)	Hockey (20%) Rugby Union (14%)
London 2012 Olympic Team	Badminton (100%) Taekwondo (100%) Boxing (100%) Judo (100%) Modern Pentathlon (100%)	Tennis (40%) Volleyball (33%)	Equestrian (73%) Rowing (54%)
London 2012 Paralympic Team	Boccia (100%) Cycling (100%) Equestrian (100%) Judo VI (100%) Table Tennis (100%)	None	Para sailing (75%) Sitting Volleyball (20%) Goalball (20%) Disability athletics (20%)
National League players (2012/13 season)	Football Women (97%) Football Men (94%)	Cricket Men (7%) Rugby Union Men (6%)	Rugby Union Men (55%) Hockey Women (52%)
World Class Programme athletes (2013) Olympic	Volleyball (100%) Trampoline (100%)	Diving (23%) Canoe Slalom (17%)	Synchronised swimming (27%) Hockey (27%)
World Class Programme athletes (2013) Paralympic	Judo VI (100%) Disability Athletics (85%)	Goalball (17%) Para-Swimming (15%)	Wheelchair Rugby (18%) Wheelchair Basketball (10%)

Note: Some sports have small data sets so the results need to be viewed with caution, see Appendix 1 and 2. Only the sports included in the Ofsted study have been reported on. There is some discrepancy in how the data was captured which may explain the differing percentages between sports.

It is worth noting that not all sports are represented in all of the studies. Rugby league was not reported on in any of the studies.

3.1.3 Scholarships

The research found that of the 224 current international athletes that answered the Ofsted Athlete Survey, 33 (15%) had some form of sport scholarship when they were at school. Overall, rugby union players received the most sports scholarships (45%). A more in-depth look showed that 16 out of the 33 scholarships took the athletes from state to independent school, while only one scholarship saw the transfer the other way.

Interestingly, the research team received an email from a parent of a swimmer explaining how important her son’s primary school had been in encouraging her son to swim. This led him to join a local swimming club and by year 6 he had gained a scholarship to his secondary school.

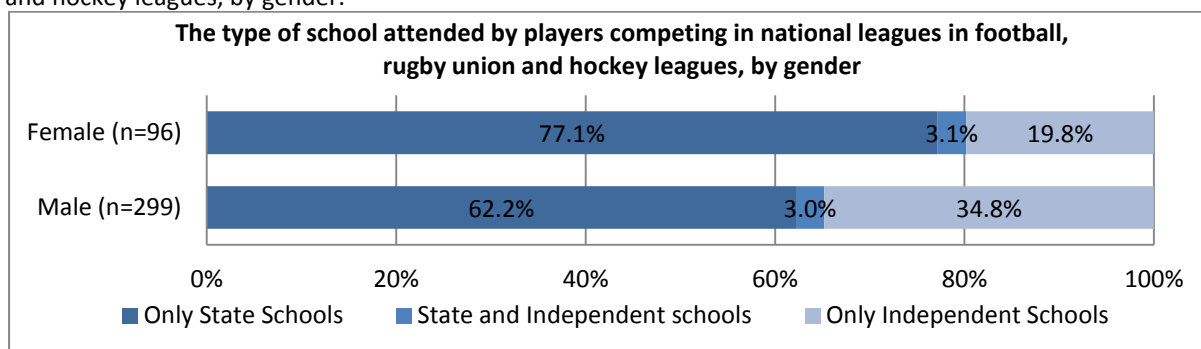
“Since then his primary school has stopped regularly attending the galas which is a real shame as it has completely changed the course of my son’s life, both academically and in performance swimming.”

Mother of a high performance swimmer

3.1.4 Gender

The research found that there were more female players playing in the national leagues that had attended state schools (77%), some 15% more than for their male counterparts (62%). Looking at the data closely, rugby union has the most marked difference with 85% of females attending state school education compared to 39% of males. It is worth noting that the numbers in the women’s leagues were hard to collect data on, which could be attributed to less media coverage and lack of biographical information available. Therefore, only sports with matching data for both genders was used – football, rugby union and hockey.

Figure 3.1.4.a. The type of school attended by players competing in national leagues for football, rugby union and hockey leagues, by gender.



Separate analysis for the London 2012 team (both Paralympic and Olympic) showed that the trend was reversed to that of the national league data. Fewer female Olympians and Paralympians had reported attending a state school.

Figure 3.1.4.b. A comparison of the type of school attended by athletes by gender for the London 2012 Olympic and Paralympics teams.

	Only state schooling	State and independent schooling	Only independent schooling	Overseas schooling
London 2012 Olympic Team				
All Sports - Male (n=167)	68.9%	0.0%	25.1%	6.0%
All Sports - Female (n=112)	63.4%	0.0%	31.3%	5.4%
London 2012 Paralympic Team				
All Sports - Male (n=60)	85.0%	0.0%	13.3%	1.7%
All Sports - Female (n=46)	80.4%	0.0%	19.6%	0.0%

3.1.5 London 2012 medallists

The study found that of that on average 58% of London 2012 Olympic medallists had attended a state school only, this is 7% less that the average for the Olympic team as a whole.

Figure 3.1.5a. A comparison of the type of school attended by athletes for the London 2012 teams members alongside the medallists.

	n=	Only state schooling	State and independent schooling	Only independent schooling	Overseas schooling
London 2012 Olympic Team	279	65.2%	1.1%	28.0%	5.7%
London 2012 Olympic medallists*	110	58.2%	1.8%	39.1%	0.9%
<i>Difference</i>	169	7.0%	-0.7%	-11.1	4.8%
London 2012 Paralympic Team	106	83.0%	0.0%	16.0%	0.9%
London 2012 Paralympic medallist**	41	85.4%	0.0%	14.6%	0.0%
<i>Difference</i>	65	-2.4%	0.0%	1.4%	0.9%

*data found on 96% of Olympic medallists **school data found on only 53% of Paralympic medallists

From this observation it might be tempting to say that within each sport those that attend an independent school might have a greater chance of being a medal winner. Or to surmise that the independent school system is supporting our Olympic medallists better that those in state schools.

It would be wrong to state this without looking more deeply into the data. Of the 4 sports that provide the largest number of Olympic medallists into the study; rowing (25), hockey (16), cycling (14) and equestrian (11); 3 of the sports (rowing, hockey and equestrian) are amongst the sports with the lowest percentage of state schooling yet they represent 47% of the medallist cohort. In simple terms the data set is influenced by the sports that have large numbers of athletes winning medals. If sports like football, and to a lesser extent athletics, were winning medals the data set would swing the other way.

To draw any conclusion about the schooling trends each sport would need to be analysed as a closed cohort. Unfortunately athlete numbers are small and this reduces the confidence in drawing concrete conclusions from the data.

Despite these concerns, looking specifically at rowing (the sport that had the largest numbers athletes winning medals), the study showed a 6% difference in favour of the medallists coming from independent schooling background.

Figure 3.1.5.b. A comparison of the type of school attended by medallist rowers and members of the London 2012 rowing team

	n=	Only state schooling	State and independent schooling	Only independent schooling
London 2012 Olympic Rowing Team	37	45.9%	0%	54.1%
London 2012 Olympic Rowing Medallists	25	40.0%	0%	60.0%
<i>Difference</i>	12	5.9%	0%	-5.9%

Taking another sport with a high number of athletes, cycling; it is possible to say that there is almost no difference between the schooling of medallists and the cycling team as a whole. It would only take 1 cyclist to have a different school background to swing it the other way.

Figure 3.1.5.c. A comparison of the type of school attended by medallist cyclists and members of the London 2012 cycling team.

	n	Only state schooling	State and independent schooling	Only independent schooling
London 2012 Olympic Cycling Team	21*	85.7%	0.0%	14.3%
London 2012 Olympic Cycling Medallists	13*	84.6%	0.0%	15.4%
<i>Difference</i>	8	1.1%	0.0%	-1.1%

*One cyclist educated overseas was removed from the data

For the Paralympic medallists the difference was less than 2%. With such small numbers it is hard to draw any conclusions from this observation.

3.1.6 Frequency of named schools

The athletes' schools were identified in 4 of the data sets used in the study and from this an analysis was completed on how frequently the schools were named by different athletes. No state schools were amongst the top 5 rankings of schools for the London 2012 Olympic and Paralympic team.

Figure 3.1.6.a. A comparison of the top 5 most frequently named schools across 4 data sets.

Data set	Top 5 schools All athletes	Top 5 schools Male athletes	Top 5 schools Female athletes
Current Internationals (England)	11 state schools 3 independent school [†]	3 state schools 1 independent school ^{††}	3 state schools 1 independent school ^{††}
London 2012 Olympic Team	All independent schools	1 state schools 4 independent school	2 independent schools*
London 2012 Paralympic Team	NA ^{**}	NA ^{**}	NA ^{**}
National League players (2012/13 season)	All independent schools	All independent schools	4 state schools 1 independent school

[†]14 schools had 2 athletes attending. ^{††} Only 4 schools had more than 1 athlete attending. *Only 2 schools had more than 1 athlete attending. **None of the named schools had more than 1 athlete attending.

3.2 Ethnicity

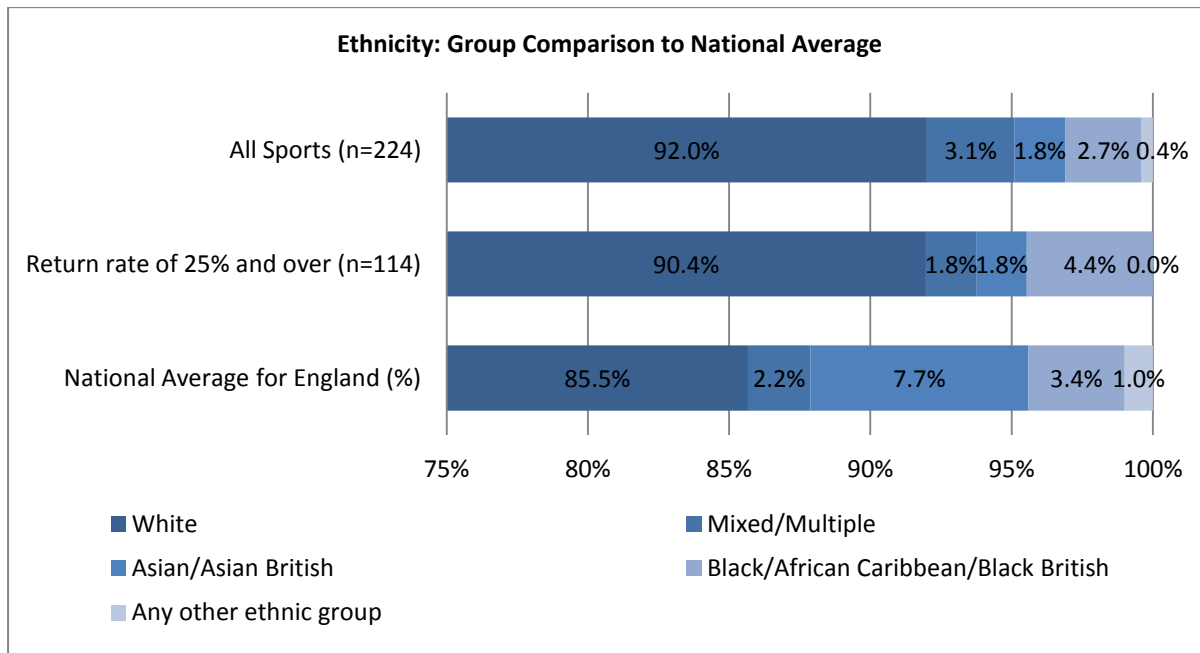
The Ofsted Athlete Survey showed that 92% of the athletes selected their ethnicity to be white, which is 6.5% higher than the national average. The UK Sport Athlete Insights data reported similar figures. The group that was most underrepresented in the reported figures was Asian or Asian British.

Figure 3.2.a. A summary table showing the reported ethnicity of the athletes reported in the Ofsted Athlete Survey and from the UK Sport Athlete Insights Survey, alongside the national averages.

	White	Mixed	Asian or Asian British	Black or Black British	Chinese or other
Ofsted Athlete Survey Current Internationals (England)	92.0%	3.1%	1.8%	2.7%	0.4%
UK funded athletes (2013) Olympic sports	90.6%	5.2%	1.2%	2.6%	0.5%
UK funded athletes (2013) Paralympic sports	92.3%	2.4%	2.8%	2.0%	0.4%
National Ethnicity Averages ⁹	85.5%	2.2%	7.7%	3.4%	1.0%

⁹ Office of National Statistics (2012) Ethnicity and National Identity in England and Wales 2011. ONS London

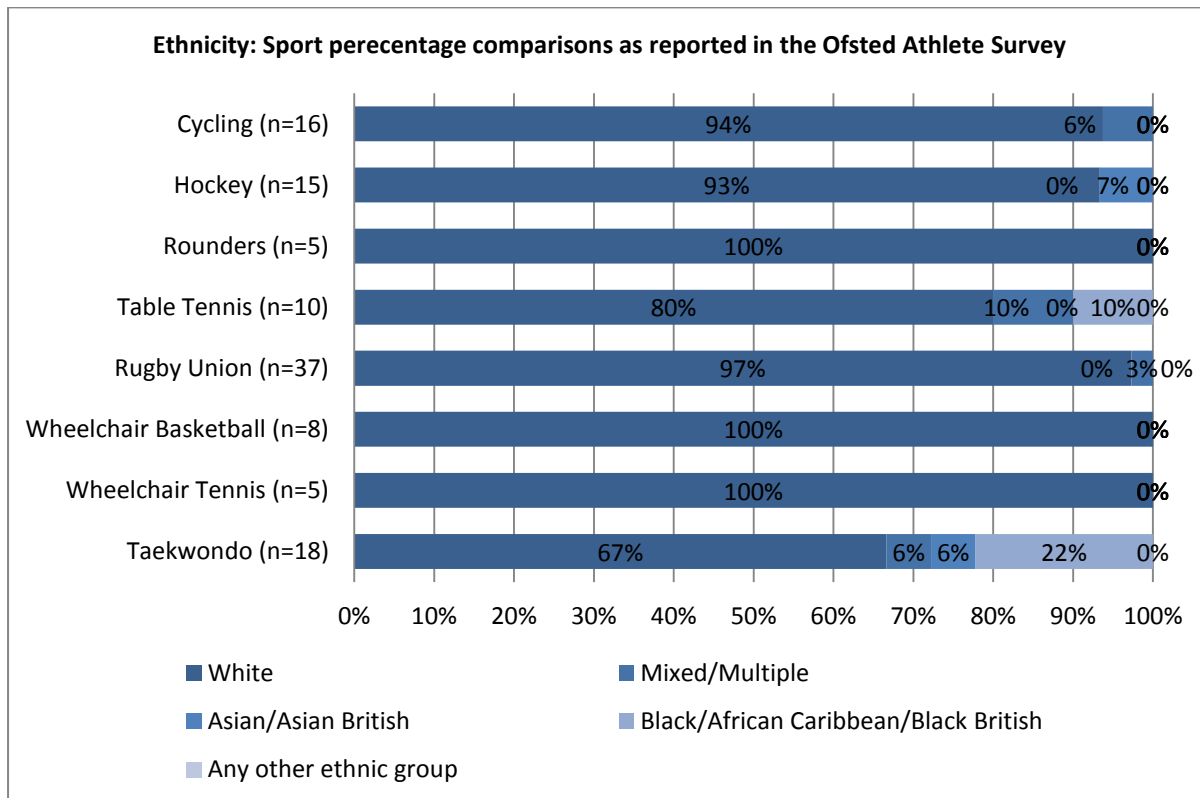
Figure 3.2.b. Comparison of ethnicity against the National Average (%) as reported in the Ofsted Athlete Survey.



3.2.1 Ethnicity by sport

In the Ofsted Athlete Survey, taekwondo and table tennis were shown to have the widest diversity of the 8 sports which had the highest return rates. Sample sizes are low and confidence in the data is low.

Figure 3.2.1.a. Ethnicity comparisons between sports as reported in the Athlete Survey.



3.3 Socioeconomic status (free school meal eligibility)

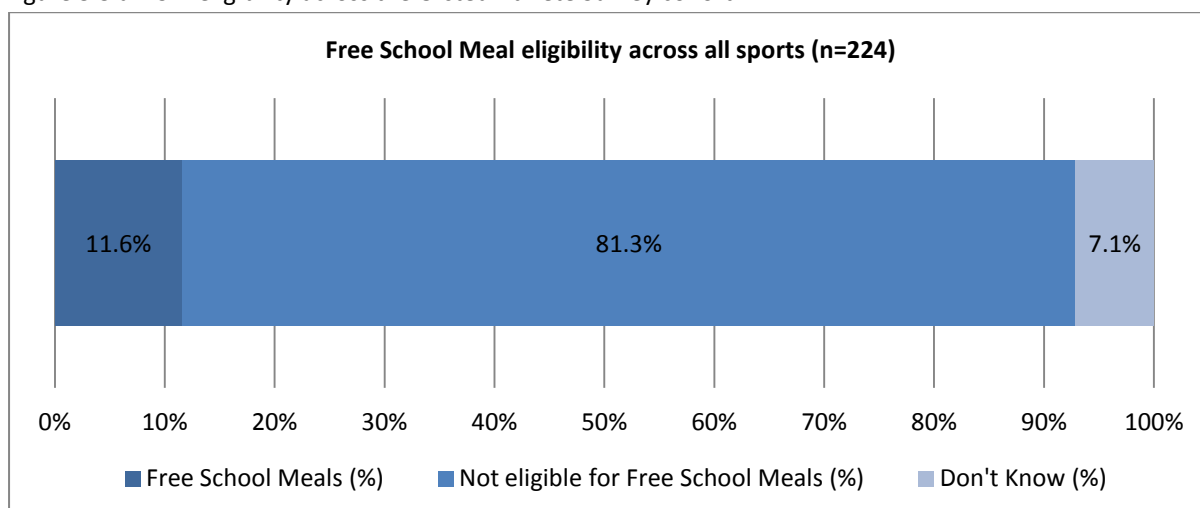
The marker for socioeconomic status was selected to be the eligibility for free school meals (FSM).¹⁰

The Ofsted Athlete Survey provided only a limited indication of the athletes’ socioeconomic status, primarily as the size of the cohort was too small to attain reliable data.

Overall, 12% of the total athlete cohort (n=224) across all sports were eligible for free school meals. Rugby union reported the highest number of athletes eligible for free school meals (4 players, 11%), while disability table tennis (2 players, 40%) and table tennis (3 players, 30%) had the highest percentages of players eligible for free school meals.

The national average for free school meals is reported by the Department of Education to be 16.3%¹¹ in state funded secondary schools. There is a 5% difference between the Athlete Survey reported figures and the national average.

Figure 3.3.a. FSM eligibility across the Ofsted Athlete Survey cohort.



¹⁰ Free school meals data was self-reported by athletes. In the Ofsted athlete survey, athletes were asked “were you/are you eligible for free school meals when you were at school? All answers are anonymous”.

¹¹ Department of Education (2013) Schools, pupils, and their characteristics. January 2013. Statistical First Release. London

4.0 The nature of competitive school sport as reported by National Governing Bodies of sport

4.1 The range of national schools' team competitions provided across the age groups (under-13 to under-19) and for girls and boys

The table below shows the range of national school team competitions provided by the 16 Ofsted major school sports. All the sports offer a schools team only national event other than volleyball, which allows schools and clubs to compete in their National Championships. Only 5 of the school competitions were part of the NGBs talent pathways. Not all of the sports offer school only team competitions up to 18 years of age.

Sports	Name of most significant competition(s)	Teams	Age range	Part of the Talent Pathway	Notes
Badminton	National Schools Championships	Schools teams only	12-17 yrs	Loosely	Open to all secondary schools in England. The 1st round is a league format as part of School Games L2 with the winners progressing to county round, then regional and then finals. At the finals there are 9 schools in each age group. 36 school teams. Team size 5 or 4.
Basketball	EB National Schools Competition/ Dynamik School Competition	School teams only	13-19 yrs	Yes	League tournaments leading to playoffs and a final 4 event. / Part of the School Games.
Cricket	ESCA School National Competitions / Lady Taverns National Indoor	School teams only	12-15 yrs	No	League and knockout competitions on a local county basis. School teams compete at a local level in a number of rounds to the county finals, this leads to a regional final and National Final. / Allows girls in the U13 & U15 age group to play cricket indoors during the winter. There are local rounds, county finals, regional finals and a finals day at Lords Indoor School.
Cross Country*	ESAA XC Cup	School teams only	11-15 yrs	Yes	Cup competition for school teams at Junior (u15) and Intermediate (u17) for both boys and girls. A series of county and regional finals precede the ESAA Cup.
Football	ESFA School Cups	School teams only	13-19 yrs	No	Knock out format for boys and girls (u13/14/15/16 & u18) separate events for small schools Note: ISFA organise events for independent schools.
Gymnastics	BSGA National Schools Finals	School teams only	11-19 yrs	No	These national championships take place for the separate disciplines of floor and vault (team), trampoline (team), team trio (team), tumbling (individual), and acrobatics (team).
Hockey	National Schools Championships	School teams only	11-18 yrs	No	County rounds - 2 qualifiers for regional rounds - 2 qualifiers for national round. Mainly round robins U14/16/18. Indoor and outdoor.

Netball	England Netball National Schools Competition	School teams only	13-19 yrs	No	The competition takes place over a series of competitive rounds: - Area rounds (where applicable) - County competition rounds x54 - Regional competition rounds x9 - National Finals U14/16/19.
Rounders	National School Championships	School teams only	10-16 yrs	No	Regional winners progress to the championship finals, group stages leading to knock out semis and finals.
Rugby League	Champion Schools Competition	School teams only	11-16 yrs	-	Knock out from local to regional stages.
Rugby Union	NatWest Schools Cup / Girls Schools Festival	School teams only	14-19yrs / 11-15yrs	Yes	Knockout. Two tier competition with a Vase for those schools that lose in the first few rounds (450 teams approx). / Knock out with 12 teams making the festival.
Swimming	ESSA School Teams Championships	School teams only	13-19 yrs	No	Individual school teams qualify through preliminary rounds in counties and/or divisions.
Table Tennis	ESTTA National School Team Championships	School teams only	11-19 yrs	No	School teams qualify from 51 county school championships in eight age groups to play in one of eight Zone finals, winners progressing to regional and onto the national final. For both boys and girls teams at U19/16/13/11. Teams of 4 players.
Tennis	Team Tennis Schools Series (National Championships, Year 8 & 10, Senior Students)	School teams only	11-19 yrs	No	National Champs: Regional knockout stages from March to June. National Finals in July; Year 8 and 10: League stage from April to July. Regional stages from Sep to Nov with National Finals in December; Senior Students: League stage from Oct - Dec. Regional stage from Jan to Feb. National Finals in March.
Track and Field Athletics*	ESSA Track & Field Schools Cup	School teams only	11-15 yrs	Yes	Cup competition for school teams at Junior (u15) and Intermediate (u17) for both boys and girls. A series of county and regional finals precede the ESAA Cup Final.
Volleyball	National Championships	School and club teams	14-18 yrs	Yes	Not a school specific competition. 1st & 2nd round pool play – Finals.

*Note: Cross country and track and field are part of one NGB.

4.2 The amount of funding allocated by NGBs to run school competitions

In total 17 NGBs provide £2,192,000 per annum of funding to support competitive school sport. It is worth noting that in many cases this does not include core NGB staffing time. The highest reported contributors are the English Lacrosse Association¹², the Football Association and the England Athletics. Many of the NGBs like the Football Association, Amateur Swimming Association, and England Athletics provide funding to their schools associations. Some NGBs like Badminton use their own in house event team to run the school events.

There were 4 NGBs who stated that they provide no funding to support competitive school sport. These include British Equestrian, British Fencing, British Rowing and British Taekwondo.

A number of NGBs who do not have strong schools competitions, like British Rowing and British Cycling, reported that they provide funding to their Nationals Championships that have junior events within the programme.

One NGB chose not to disclose their contribution as they felt it might risk their event sponsorship arrangements.

Figure 4.2.a. A summary table of the funding allocated by NGBs to competitive school sport by gender.

n=	Reported funding	%	Sports reporting figures
Boys competitions	£235,000	71%	Cricket, Rugby Union, Tennis
Girls competitions	£98,000	29%	Cricket, Netball, Rugby Union, Tennis
Total =	£333,000	100%	

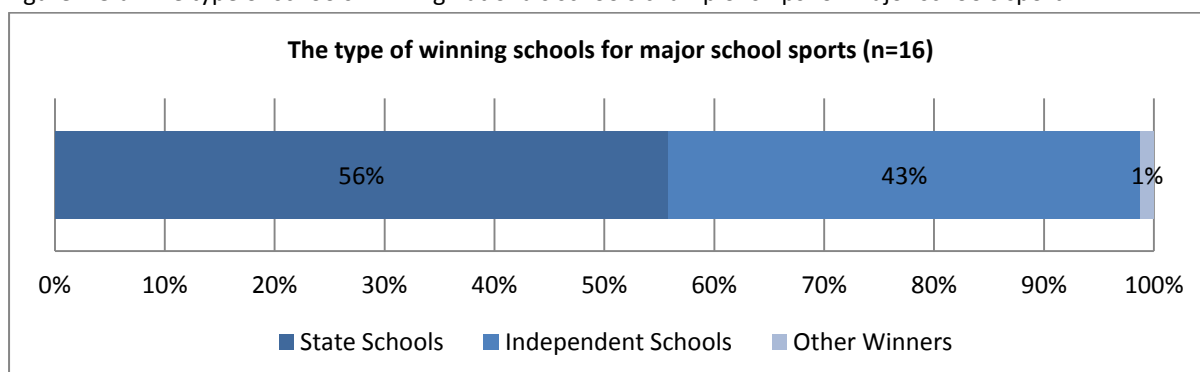
Of the 4 sports that were able to breakdown their funding by gender, it is clear that girls competitive school sport receives less than half of that of boys competitive school sport.

¹² The English Lacrosse Association has included staffing costs in this figure.

4.3 The type of schools winning national schools' competitions over the last 10 years

The average percentage of state schools winning school team championships in major school sports is 56% by sport, compared to 43% for independent schools.

Figure 4.3.a. The type of schools winning nationals schools championships for major schools sport.



The type of schools winning in each sport is interesting to observe as it reflects the unique differences of the sports in schools. Sports like swimming, hockey, cricket and tennis have a high percentage of independent school wins, while sports like rugby league, basketball, track and field and badminton have a high percentage of state schools winning their school teams competitions.

These results are not solely a reflection of the success of either type of school in a certain sport, but a reflection of the type of sporting competitions the schools are choosing to attend and prepare for.

Figure 4.3.b. The ranking of major school sports by type of school wins reported by their NGBs for their school teams championships.

		Independent school wins (%)
1	Swimming	91%
2	Hockey	83%
3	Cricket	83%
4	Tennis	80%
5	Rugby Union	52%
6	Gymnastics	50%
7	Table Tennis	43%
8	Cross Country*	34%
9	Netball	24%
10	Volleyball	20%
11	Rounders	19%
12	Track and Field*	18%
13	Badminton	18%
14	Football (Schools ESFA)	4%
15	Basketball	2%
16	Rugby League	0%

		State school wins (%)
1	Rugby League	98%
2	Basketball	98%
3	Football (Schools ESFA)	96%
4	Track and Field	82%
5	Badminton	80%
6	Volleyball	80%
7	Rounders	69%
8	Netball	67%
9	Cross Country	66%
10	Table Tennis	57%
11	Rugby Union	48%
12	Gymnastics	38%
13	Tennis	20%
14	Cricket	17%
15	Hockey	16%
16	Swimming	9%

*Note: Cross country and track and field are part of one NGB.

Of the 16 sports that are included in the Ofsted major school sport cohort, British Gymnastics were only able to provide results for their 2013 BGSA finals¹³. English Volleyball who focus predominantly

¹³ Organised by British School Gymnastic Association

on a club system and who do not have a schools league, worked closely with the research team to identify the clubs located within schools.

4.4 The number of state and independent schools making it to the semi-final stages in county cup competition and national competitions

There was a mixed response from the NGBs to this question. Of the 16 NGBs that gave answers on 16 sports, 9 were from the major school sports, 6 were from the minor school sports (as classified by Ofsted) and 1 from a disability sport.

The data which was variable in quality indicated that 1,966 schools were engaged in 16 sports at the semi-final stages in county cups and in national schools competitions in 2013. It is impossible to know if schools are double counted between the sports.

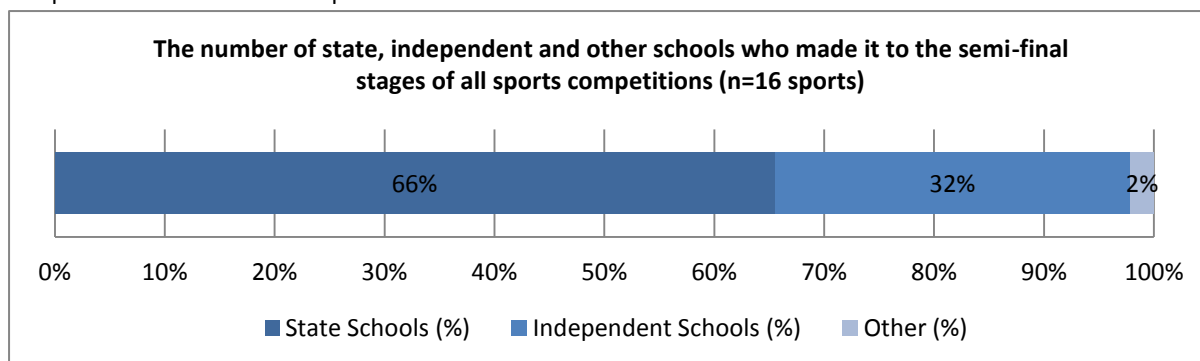
As the English Table Tennis Association only provided a percentage of school wins for table tennis competitions, instead of an actual number, the figures for this sport have been excluded from the following analysis.

Figure 4.4.a. A summary table of the number of state and independent schools making it to the semi-final stages in county cup competition and national competitions.

	Total number of state schools (actual)	Total number of independent schools (actual)	Total number of other schools (actual)	Total number of schools (actual)
All sports (n=16)	1,288	636	42	1,966

The analysis of the data reported indicates that 66% of the schools were state schools, 32% were independent schools, and 2% were deemed as “other”.

Figure 4.4.b The percentage of state and independent schools making it to the semi-final stages in county cup competition and national competitions.



When the analysis was completed for each individual sport, basketball, football, judo, rounders, track and field athletics, wheelchair basketball, cross country and swimming all had high percentages of state school winners. One hundred percent of the schools who won the lacrosse competitions were independent. Furthermore, rowing, water polo, rugby union, fencing, equestrian, tennis, and cricket all had high percentages of independent school winners.

4.5 The number of state and independent schools playing each sport regularly in schools

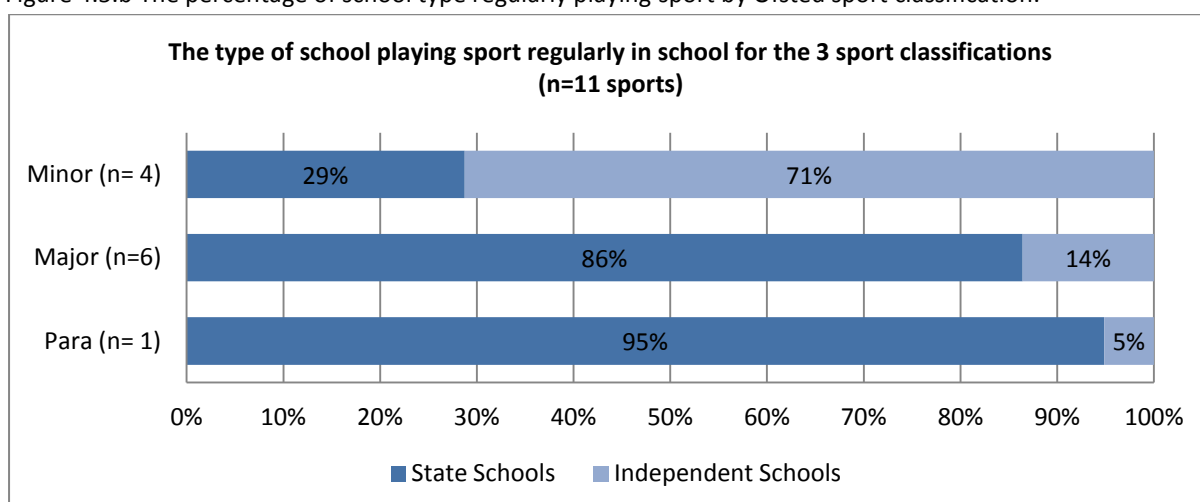
Over 50% of the NGBs were unable to provide an answer to this question, indicating that most NGBs do not hold this sort of data and are dependent on other organisations to collect it. Of the 11 NGBs that did report figures, 12,616 schools were estimated with a ranging degree of confidence in the figures reported.

Figure 4.5.a. A summary table of the estimated number of schools regularly playing sport by sport and by school type.

	Est. number of state schools	% of state schools	Est. number of independent schools	% of independent schools	Total estimated number of schools	Confident 1 low 10 high
Basketball	2,025	99%	18	1%	2,043	8
Football	2,500	95%	141	5%	2,641	9
Wheelchair basketball	37	95%	2	5%	39	5
Table tennis	2,100	88%	300	13%	2,400	7
Cricket	1,600	86%	250	14%	1,850	7
Rugby union	1,600	76%	500	24%	2,100	7
Tennis	525	56%	415	44%	940	8
Equestrian	120	40%	180	60%	300	8
Rowing	20	20%	81	80%	101	1
Water polo	10	19%	42	81%	52	10
Lacrosse	25	17%	125	83%	150	7
Total (all) =	10,562	m=84%	2,054	m=16%	12,616	-

Basketball, football, wheelchair basketball, table tennis, cricket, rugby union, and tennis all reported a high percentage of participating state schools, whilst lacrosse, water polo, rowing and equestrian all reported a high percentage of independent schools that played their sports regularly in schools.

Figure 4.5.b The percentage of school type regularly playing sport by Ofsted sport classification.



A number of the NGBs specifically rowing, cycling and canoeing explained that many of their state school competitors come through the club system rather than the school sport system.

4.6 The number of boys and girls regularly playing each sport outside of schools

The majority of NGBs were able to provide data on the number of young people competing in their sport outside of school. The total number reported was 1,448,276 young people. As expected the largest reported numbers were for football and hockey, while the smallest were for the disability sports.

Figure 4.6.a. A summary table of the reported number of young people regularly playing sport outside of school by sport.

	Age group (years)	Total number of juniors	Actual or estimate	Data source
Football Association	13-19	538,715	Estimated	NGB membership survey
British Gymnastics	0-18	201,357	-	NGB membership data
Rugby Football Union	13-19	200,000	Estimate	NGB registration data and NGB calculations
England Netball*	11-18	100,000	Estimated	NGB membership and programme data
England & Wales Cricket Board	14-19	78,500	Actual	Active People Survey 7
English Lacrosse Association	13 - 19	67,406	Actual	NGB programme data
Badminton England	13-19	60,000	Estimated	NGB data
Tennis Foundation/Lawn Tennis Association	16-19	52,800	Estimated	Active People Survey 7
England Hockey	11-15	50,272	Actual	NGB club affiliation data
England Athletics	13-19	36,235	Actual	NGB registration data
England Basketball	13-18	17,865	Actual	NGB membership data
British Rowing	13-19	12,763	Actual	NGB membership data
Royal Yachting Association	4-19	7,665	Actual	NGB programme data
British Canoe Union	12-18	5,912	Estimated	NGB internal research
British Judo Association	13-19	5,457	Actual	NGB CRM system
British Cycling	13-18	4,798	Actual	NGB membership data
British Equestrian Foundation	13-19	3,500	Actual	NGB membership data
British Taekwondo	13-19	2,430	Actual	NGB database
Volleyball England	11-19	2,005	Estimated	Sitting volleyball programme data
Great British Wheelchair Basketball	13-19	344	Actual	NGB database
English Table Tennis Association	0-19	170	-	NGB membership data
Boccia England	0-19	82	-	NGB membership data
Total =	-	1,448,276	-	-

*Girls only

Of the 6 sports that provided a breakdown of boys and girls regularly playing outside of school, lacrosse had the highest percentage of girls (83%), while rugby union had the lowest (4%). Rowing and hockey had the most balanced reported percentages.

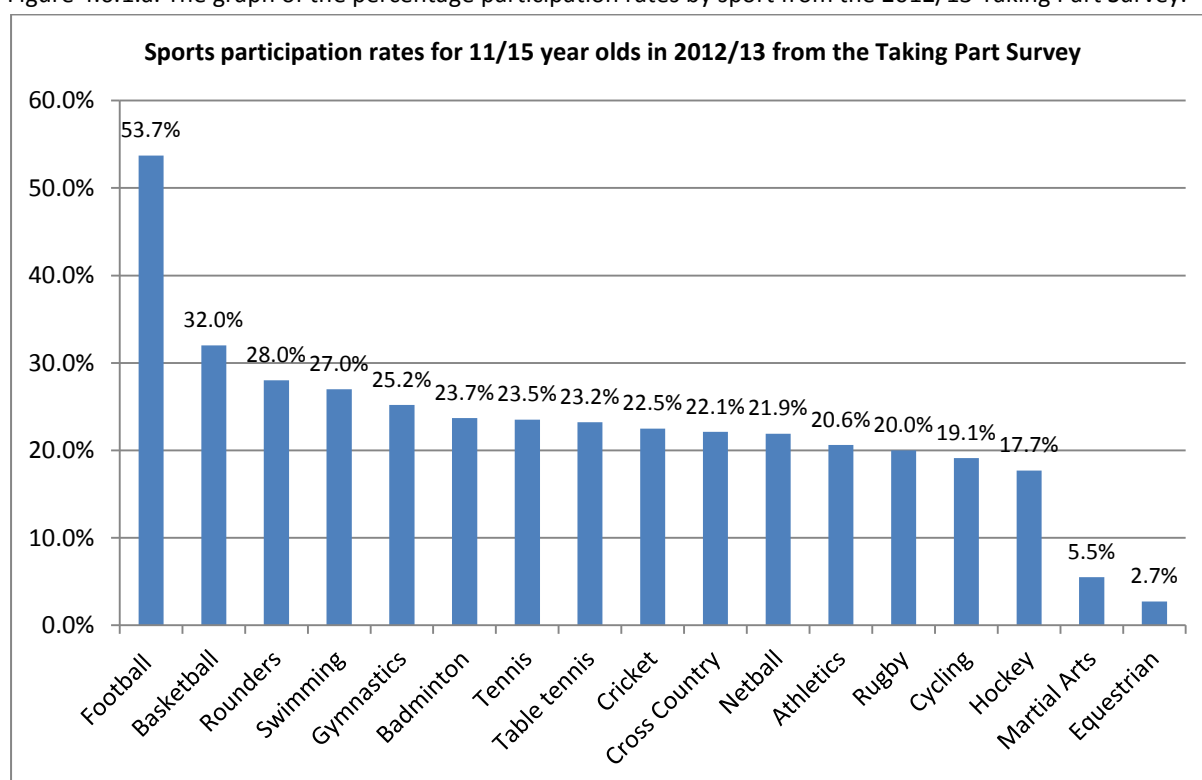
Figure 4.6.b. An analysis of the reported number of young people regularly playing sport outside of school by sport and gender.

	Boys	%	Girls	%	Actual or estimate
Rugby Football Union	111,500	96%	4,500	4%	Estimate
Football Association - Football (CP)	750	91%	75	9%	Estimate
Wheelchair basketball	268	78%	76	22%	Actual
British Rowing	7,377	58%	5,386	42%	Actual
England Hockey	23,334	46%	26,938	54%	Actual
English Lacrosse Association	11,503	17%	55,903	83%	Actual
Total =	154,732	-	92,878	-	-
Mean %	-	64%	-	38%	-

4.6.1 Taking Part Survey

In the NGB survey many of the sports reported different types of data for the number of young people playing sport outside of school. The Taking Part Survey¹⁴ estimates the number of young people participating in sport and so is a useful dataset to use in comparing the sports.

Figure 4.6.1.a. The graph of the percentage participation rates by sport from the 2012/13 Taking Part Survey.



Many of the NGBs reported actual junior membership numbers and it is interesting to see how the rank of the NGB varies alongside the ranking from the Taking Part Survey. Sports like cycling which

¹⁴ Department for Culture, Media and Sport (2013) Taking Part 2012/13: Annual Child Report. August 2013. Statistical Release. London

have both a governed and leisure component to their sport show a difference in ranking compared to a sport like rugby union which does not have such a large leisure element to it.

Figure 4.6.1.b. The ranking of sports by reported participation figures. i) The ranking of NGB reported figures on the number of young people regularly play their sport outside of school. ii) The ranking of sports as reported in the Taking Part Survey 2012/13.

Rank	i) NGB reported figures 2013/14 to Ofsted
1	Football Association
2	British Gymnastics
3	Rugby Football Union
4	England Netball
5	England & Wales Cricket Board
6	English Lacrosse Association
7	Badminton England
8	Tennis Foundation/ Lawn Tennis Association
9	England Hockey
10	England Athletics
11	England Basketball
12	British Rowing
13	Royal Yachting Association
14	British Canoe Union
15	British Judo Association
16	British Cycling
17	British Equestrian Foundation
18	British Taekwondo
19	Volleyball England
20	Great Britain Wheelchair Basketball Association
21	English Table Tennis Association
22	Boccia England

Rank	ii) Taking Part Survey 2012/13
1	Football
2	Basketball
3	Rounders
3	Swimming
4	Gymnastics
5	Badminton
6	Tennis
7	Table tennis
8	Cricket
9	Cross Country
10	Netball
11	Athletics
12	Rugby
13	Cycling
14	Hockey
15	Martial Arts
16	Equestrian

4.7 The number of state and independent school educated boys and girls selected to represent county and regional teams in all major sports for the last three years

Of the 11 NGBs that answered the question, 23,667 young people were identified as being selected to represent county or regional teams. Some sports like badminton and netball were able to provide data on their county players while others offered data on their regional or national programme players. Not enough of the sports were able to provide the data over a period of three years, so only the latest data available has been included in the analysis. The NGBs from cross country, gymnastics, rounders table tennis and track and field were unable to supply any figures for this question.

Figure 4.7.a. Summary table of the NGB reported number of boys and girls selected to represent county and regional teams.

n=11	Cohort descriptor	Total boys	Total girls	Total boys and girls	Actual data or estimate	Accuracy of data (1-low 10-high)
Badminton	County squads U11/U13/U15/U17/U18	980	980	1,960	Estimate	6 out of 10
Tennis	Junior matrix players	893	803	1,696	Actual	10 out of 10
Volleyball	Cadet and Junior men and women	41	41	82	Actual	9 out or 10
Basketball	Regional squads U13, U15, U17	432	432	864	Estimate	7 out of 10
Cricket	Academy players	-	-	162	Actual	
Football	Regional squads. National team at U18 (boys) and National team at U15 (girls)	2,262	946	3,208	Estimate	9 out of 10
Hockey	Junior academy centre for girls and boys	4,109	4,925	9,034	Actual	10 out of 10
Netball	Regional performance, Regional, County and Satellite	-	3,826	3,826	Estimate	7 out of 10
Rugby league	Professional club : regional development academies, regional development centres	-	-	1,264	Estimate	8 out of 10
Rugby union	Pro clubs (men), county U18 & U15 (female)	60	1,154	1,214	Estimate	8 (m) 2 (f) out of 10
Swimming	England programme swimmers	-	-	357	Actual	-
Total =	-	8,736	13,107	23,667		

Of the 7 NGBs that provided a more a detailed breakdown of their numbers across their county, regional or nationals programmes, basketball and football reported the highest percentage of their athletes from state schools. England Hockey did not know the type of schools of more than half of their players in this cohort.

Figure 4.7.b. An analysis of the percentage of boys and girls selected to represent county and regional teams by the type of school they attend.

n=7	Boys attending state schools	Boys attending independent schools	Boys attending unknown schools	Girls attending state schools	Girls attending independent schools	Girls attending unknown schools
Basketball	98%	2%	0%	98%	2%	0%
Cricket*	60%	40%	0%	87%	13%	0%
Football	100%	0%	0%	100%	0%	0%
Hockey	27%	6%	67%	17%	8%	76%
Netball	-	-	-	91%	10%	0%
Rugby union	53%	35%	12%	85%	15%	0%
Swimming*	81%	18%	1%	72%	27%	1%
Mean % =	70%	17%	13%	79%	11%	11%

*Cricket and swimming worked with the research team to run a snap survey to determine the % of state and independent schooling of their cohorts

England and Wales Cricket Board reported quite a big difference between the types of schools their academy players came from, but as the numbers reported are low the confidence in these figures are not high. The discrepancy between rugby union men and women may reflect the different cohorts they have selected in reporting their numbers.

4.8 Comment on the data challenges

The comparison of the data between the sports has been a real challenge and the authors have worked hard to bring the diversities of the sports into common areas so comparisons are possible. The report has deliberately used the most simple 'tools' in presenting the data to allow the reader to 'see' the actual reported data. An understanding of the sports within this report is clearly an advantage to the reader, but the diversity and uniqueness of school sport is clearly apparent to all.

A number of the NGBs struggled to report the requested data, there were many reasons for this, but the majority clearly expressed a desire to collect more metrics on their school age community. This was illustrated by many of the questionnaire tabs being accompanied by notes saying '*we don't collect this at the moment, but plan to do so in the future*'.

5.0 Summary

The report has shown that there is some evidence to indicate that on average our best athletes have a greater likelihood of having an independent school background than the national population.

The report has also shown that the diversity of school background across the sports is wide and that some of the claims about Team GB at London 2012 are as a result of the success of a few sports rather than a reflection of the whole school sport system. Sports like basketball, taekwondo and football have high percentages of performance athletes coming from the state sector. While sports like equestrian, rowing and fencing have lower percentages, due in part to a more restricted access for state schools.

The NGBs have worked closely with schools and their school associations in recent years to develop meaningful competition formats for both the most talented and less able young people. The NGBs have also taken time to understand the education environment and have created school-friendly versions of their competitions such as 'Hi 5 Netball' and England Hockey's 'Quicksticks'.

Despite these positive steps, the challenges NGBs face in delivering their sport were apparent during the course of the study. Some NGBs clearly have a 'hands on' approach, to the extent that their staff are delivering their national schools' competitions, while others clearly have more complex relationships with their 'volunteer' school associations. Almost all the NGBs expressed their desire to understand more about school sport and were keen to learn from each other. The national funding of NGBs in the schools arena is slim compared to that of adult participation and performance. Sport England provides funding to support NGBs work in increasing participation from the age of 14 years.

In writing this report it is evident that there are many challenges in trying to compare the competition provision across sports as there are many differences, including funding and size of the sports, the variety of facilities required and the differing heritage of the sports in schools.

These differences have a significant impact on the types of competitions offered to schools by the NGBs. Sports such as football and gymnastics have distinct parallel school and club competition pathways, with the club pathway often being the talent pathway. While other sports like rowing and volleyball have a combined school and club pathway competing together. Alternatively, cycling has no school competitions at all, yet operate a successful junior club competition pathway. At the greatest extreme, a number of disability sports have very limited under 18 competition provision and their most talented players often compete in adult teams.

The diversity of competitive school sport should be seen in a positive light as it provides young people with a variety of potential opportunities to engage in sport. Since 2011, the School Games¹⁵ programme has attempted to broaden and improve competition for all young people in England. Some schools have also sought to provide a range of competitive sports to meet the differing physical and social attributes of their students. As many of our traditional school sports provide an ideal environment for more agile and better hand-eye coordinated young people, there are fewer sports that provide opportunities for the less coordinated and heavier young people.

¹⁵ School Games www.yourschoolgames.com

In compiling the data for this report a number of NGBs were keen to express the differences they encountered between the state and independent sector. They reported the signposting of talented young athletes into community clubs at a much earlier stage in progression in the state sector than in the independent sector. If this is the case, the importance of school links to community clubs is much greater for talented young people within the state sector. This is in contrast to the school versus club issue that arises within the independent sector.

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