

School Sport Partnerships

A survey of good practice

This report considers the impact of 12 School Sport Partnerships. It identifies key characteristics of good practice and then presents 12 case studies focusing on specific aspects of this good practice.

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Background

School Sport Partnerships (SSPs) are one strand of the previous government's Physical Education, School Sport and Club Links strategy launched in 2002. Since 2006, all schools in England have been part of an SSP.¹ They are a family of secondary, primary and special schools working together to increase the quality and quantity of PE and sports opportunities for young people. They are managed by a Partnership Development Manager who is funded centrally and employed directly by schools, usually a sports college. The SSP funds a School Sport Coordinator in each secondary school and a Primary Link Teacher in each primary and special school, as shown in Annex A of this report.

In October 2010, the Department for Education informed the Youth Sport Trust that ring-fenced funding for SSPs would not be continued after March 2011 in order to allow schools to concentrate on competitive school sport.^{2,3} Schools were free to continue to work in partnership to deliver school sport if they wished, but they were not required to do so. The Department for Education confirmed that it would pay SSPs for the full school year to the end of the summer term 2011 to ensure that the partnerships and their service could continue until the end of the academic year.

In December 2010, the Department confirmed that every secondary school would receive funding up to the end of 2013 to pay for one day a week of a PE teacher's time to be spent out of the classroom, encouraging greater take-up of competitive sport in primary schools and securing a fixture network for schools to increase the amount of intra- and inter-school competition.

This good practice survey has been carried out so that schools and their partners can learn the lessons of School Sport Partnerships, and apply them in this new environment.

Key findings

The visits undertaken to School Sport Partnerships as part of this small-scale survey of good practice indicate that:

- Collaborative planning across a number of schools and at a strategic level is increasing the capacity of individual schools to improve the quality and quantity of PE and sport.

¹ *PE and sport survey 2009/10*, Department for Education, 2010; www.education.gov.uk/publications/RSG/AllRsgPublications/Page9/DFE-RR032.

² The Youth Sport Trust is an independent charity established in 1994 to build a brighter future for young people through PE and sport; www.youthsporttrust.org/page/home-welcome.

³ *Refocusing sport in schools to build a lasting legacy of the 2012 Games*, Department for Education, 2010; www.education.gov.uk/inthenews/inthenews/a0065473/refocusing-sport-in-schools-to-build-a-lasting-legacy-of-the-2012-games.

- The 12 partnerships visited are effecting beneficial changes in PE and sport for learners and their communities. In line with findings in the most recent Ofsted PE report, this is most notable in primary schools, but increasingly so in secondary schools.⁴ Collaborative planning at a strategic level is increasing the capacity of schools to improve the quality and quantity of PE and sport.
- In the vast majority of SSPs, pupils participate in an ever-increasing range of PE and sports activities. Better coordination of what pupils are learning in PE lessons and the activities provided for them after school and in local clubs is promoting continuity and reinforcing learning.
- SSPs can contribute to improvements made in other subjects and aid pupils' transition from primary and secondary school. The values of the 2012 Olympics are being used to stimulate pupils' interest in learning and motivation to boost their academic achievement.
- Growing numbers of pupils of all ages train to become young leaders and are helping to run clubs and competitions for others. SSPs provide a wealth of opportunities for young leaders to organise, officiate and support in sport which is having a beneficial impact on their personal organisation, attitudes and behaviour towards others.
- Partnership Development Managers foster good relations between partners and promote effective teamwork among staff. They have a unique knowledge and understanding of local and national organisations, the resources available and the roles that teachers, coaches and volunteers play in providing a coordinated, cohesive and coherent approach to increasing participation and raising standards in PE and sport. They work with other Partnership Development Managers to train and support staff in other SSPs.
- SSPs strengthen the pathways from school into community sports clubs. Where these do not exist, SSPs help to create them by liaising with personnel from sports clubs on behalf of schools and by providing resources to employ specialist coaches to complement existing provision in schools and to enable more pupils to participate and compete. Activities are designed to include pupils who have special educational needs and/or disabilities or are at risk of disengaging from PE and sport.
- SSPs play a leading role in the professional development of teachers, often leading staff training across local authorities and providing a regular forum for PE teachers. They train volunteers to gain awards in leadership and sport and get them to deliver after-school clubs.
- After-school clubs, competitions, festivals and events involving large numbers of young people capture the interest of local communities and give PE and sport a high profile. Achievement in sport is celebrated in these schools.

⁴ *Physical education in schools 2005/08: working towards 2012 and beyond* (080249) Ofsted, 2009; www.ofsted.gov.uk/publications/080249.

Characteristics of good practice

SSPs vary considerably in their geographical and socio-economic contexts, their size and structure, and the length of time in existence. Despite this, in the 12 SSPs visited, inspectors noted a number of common characteristics that can be more widely applied. These underpinned their work and contributed directly to making beneficial changes for learners and communities.

These elements of good practice can be identified as key to generating success and bringing about sustained improvements in sports and physical activity:

- **build strong partnerships** between schools, local authorities, leisure services, sports organisations and local clubs. Working jointly, these partners formulated a shared vision and a strategic plan to increase the quality and quantity of PE and sports opportunities for young people, ensuring that PE and sports development was shared, integrated and 'joined up'
- **lead by example** and demonstrate the personal skills, knowledge and business acumen needed to successfully implement and oversee an agreed long-term plan, manage budgets effectively and achieve value for money. SSP personnel enthused and empowered others by instilling the values of regular participation and competition in PE and sport for children of all ages. They generated further interest and support for the SSP by raising awareness of the achievements of young people and by celebrating their success in tournaments, festivals and competitions
- **work strategically** with headteachers and school staff to promote collaboration. Partnerships gained the confidence and trust of school leaders by conducting their work in an open and transparent manner and maintaining clear lines of communication. They liaised with a wide range of organisations, agencies and volunteers, and acted as a conduit for new local and national sporting initiatives, enabling them to develop a good overview of PE and sports development in their community
- **broker arrangements** between schools and other organisations to pool resources, source additional small grants and invest funds in local projects and events. By doing so sport partnerships capitalised on the trust and support of all partners. They encouraged volunteering which generated further capacity to broaden opportunities for young people. They fostered relations with young people likely to disengage from school or whose lifestyles placed them at risk, and helped them to re-engage in PE and sport
- **drive improvements** in PE and school sport, including swimming, by providing regular staff training and additional resources to enhance the curriculum and improve the quality of teaching. Partnerships maintained the trends identified in the last Ofsted report of increased curriculum time for

PE, higher participation rates in competitions and tournaments and more training for young leaders.⁵ They provided a wider range of competitive games, performing arts and alternative sports, and increased participation in after-school clubs by pupils of all ages, interests and abilities, including those that had special educational needs and/or disabilities. They extended the positive impact that PE and sport has on pupils' confidence, self-esteem and attitudes towards learning into other subjects

- **identify pathways** from school into community sport and establish sustainable links between schools, local clubs and leisure services. Sport partnerships found out where local sports clubs were and who to talk to in them to foster sporting links. By connecting key personnel in schools with club coaches they increased opportunities in school and outside of school hours for young people to play, compete, lead, officiate and coach others in sport. They forged links between special schools and sports clubs where disability is not seen as a barrier to participation
- **invest in people** by recognising their talents and harnessing them for the benefit of young people. Effective partnerships generated local sustainability by encouraging parents, carers and teaching assistants to gain qualifications and lead lunchtime and after-school clubs. They provided pupils of all ages with opportunities to train to become sports leaders and coaches, and employed them to organise competitive sport in schools and in local clubs. They funded further training for talented coaches so that young people who were gifted and talented in sport received the coaching, competition and training they needed to excel
- **network** with schools and local sports organisations, creating a local forum for teachers and assistants to plan and access a range of professional development and training. SSP personnel got to know their local schools well and tailored programmes and training to meet their specific needs. They enlisted the support of their partners to advertise and promote the work of the SSP to attract volunteers and encourage them to get involved in coaching and sports leadership

⁵ *Physical education in schools 2005/08: working towards 2012 and beyond* (080249) Ofsted, 2009; www.ofsted.gov.uk/publications/080249.

Case studies

Hamble SSP: championing dance and celebrating achievement

1. The Partnership Development Manager of the Hamble SSP secured additional funding to provide schools with an extensive range of sporting opportunities for young people. Participation rates have increased considerably; the percentage of young people spending three hours on PE and sport each week and the proportion that train to become young leaders have increased from below to above the national average. Good collaborative working with the host sports college enabled her to pilot new initiatives there before extending them into the other schools, to ensure that programmes and activities were of good quality. She employs specialist coaches from the college's gymnastics high-performance centre to develop junior leaders in gymnastics and to provide practical support for teachers. The headteacher felt that the SSP was having a significant impact on increasing participation in PE and sport, describing it as:

'a very powerful tool, not only in the Hamble cluster but in the three other clusters of schools'.

2. What made this SSP special was that the Partnership Development Manager was a 'champion for dance'. As a lead practitioner of dance she used her extensive knowledge and resources to implement a range of initiatives for the benefit of pupils, as in the example below.

A specialist dance coordinator was employed to increase teachers' and pupils' confidence, competence and interest in dance across all partner schools. High-quality curriculum plans for dance, with accompanying music and resources were shared with primary teachers through after-school training courses led by the coordinator. In addition, she worked alongside secondary teachers in lessons, trained students to become young dance leaders and provided specialist support in dance classes. This inspired young people and their teachers to actively engage and enjoy dance and led to a flourishing range of sustainable dance activities in the schools.

3. The Hamble SSP supported schools to target specific groups of pupils at risk of disengaging from learning or adopting unhealthy lifestyles using methods as described in the examples below.

An after-school dance club led by a dance specialist and a local community youth worker combined teaching secondary school pupils about the dangers of smoking, alcohol and drugs with working as a team to choreograph, produce and perform a dance routine. It was popular with pupils and several schools entered their performances in an annual dance event.

The dance specialist and youth worker combined to lead an after-school club for primary schools that combined educating pupils about the importance of leading healthy lifestyles with the production of a dance performance which they could perform in a national event. Regular participation in dance generated teamwork and pride among pupils and had a positive impact on their attitudes towards health and their well-being.

A group of older girls who did not regularly participate in PE was invited to join a 'dance into fitness' after-school club. They were given a work book to record their weight loss, their feelings about themselves and the changes in their lifestyle during the project. This helped to restore their confidence and self-esteem, and increased their participation in PE lessons.

Street dance was used to re-engage a group of boys at risk of underachieving. Regular participation in a weekly after-school dance club improved their self-esteem and gave them the confidence to present their routines in a public performance. This led to improvements in their commitment, attitudes and attendance at school.

4. In the Hamble SSP, School Sport Coordinators, Primary Link Teachers and teachers worked together to ensure that pupils' sporting achievements were known and celebrated in primary and secondary schools, as in the example below.

Pupils who achieved highly in PE, school sport and in their own sporting interests outside school had their photographs and a summary of their achievements posted on their school's 'wall of fame'. They made a formal application to the SSP and were interviewed by the School Sport Coordinator to confirm their achievements and assess what additional support could be provided for them by their school and the SSP. Assemblies were used to showcase their achievements and to emphasise the personal qualities needed to reach these high levels of performance. Pupils became role models for others to aspire to and emulate. They were invited to tea with the headteacher and governors of the host sports college to acknowledge their achievements. School Sport Coordinators mentored pupils to make sure that their personal and academic needs were met. They liaised with their other teachers to coordinate pupils' workloads and homework commitments, planned time out of school for them to travel to competitions and arranged timetable alterations to facilitate their training.

Rye Hills SSP: working together to deliver the three-hour offer

5. The key strength of the Rye Hills SSP was its collaborative working with key partners in an area which prior to the introduction of the SSP had very few networks to support staff or develop PE and sport in a coherent way. The

Partnership Development Manager had been pivotal in bringing together lead organisations in local sport and health to form a strategic approach to developing physical activity, PE and sport. Her thorough understanding of sports development enabled her to see the 'big picture' and bring PE and school sport and sport in the wider community much closer together.

6. The Partnership Development Manager operated in an open and transparent manner to gain their confidence and develop effective communication between all partners. She led the development of an agreed plan for sport with clear objectives and good-quality programmes and coaches to increase participation in PE and sport. Schools worked together and readily cooperated with external organisations due to the mutual respect and trust of partners facilitated by the Partnership Development Manager
7. The SSP provided a forum for primary and secondary PE teachers, sports development officers and coaches across the county and the Partnership Development Manager coordinated the professional development programme for teachers and coaches. Training courses were matched to individual needs and focused on developing high-quality PE and sport.
8. This led to significant changes in schools' PE provision; the percentage of pupils participating in three hours of PE and sport each week increased from below to above the national average which represented a major milestone for the SSP in meeting its objectives. These improvements helped to convince school leaders and staff of the beneficial changes that PE and sport could make to the lives of young people. The improvements made were captured in the views of a Primary Link Teacher:

'There has been a huge rise in the status of PE in our schools, not just with headteachers but amongst colleagues who have gained in confidence from the training they have received. They understand and appreciate what the programme has to offer. There is higher-quality teaching and learning, children show a better understanding of how to make progress in PE and there are clearer pathways for them to move from school to community sport. PE is high profile; governors want to know what is going on and receive regular reports.'

9. The 12 days of training allocated to the Primary Link Teacher in each school enabled them to work alongside secondary staff to observe each other in lessons and to share good practice. Curriculum developments and assessment procedures were planned jointly to promote continuity between key stages. Secondary PE teachers felt that they had confidence in the accuracy of the assessment information that they received from primary schools.

Primary pupils participated in PE lessons and attended after-school clubs on secondary school sites. This had a beneficial impact on them when they transferred from Year 6 into Year 7 because they were familiar with their teachers and their new surroundings; one Year 7 pupil commented:

‘Being taught by our secondary school teachers and visiting our new schools regularly really helped to get us ready for secondary school, more so in PE than any other subject.’

10. The SSP was quick to respond to weaknesses in provision identified by schools, such as swimming, and used its networks to find solutions. Working in partnership and combining budgets gave the SSP the scale and the profile to attract and secure additional external funding to resolve weaknesses and improve provision, as illustrated in the successful example below.

A considerable number of primary school pupils were unable to meet the national requirement of being able to swim 25 metres by the end of Year 6. A successful application to the ‘Pools 4 Schools programme’ brought a temporary learner pool to a school site in the SSP.⁶ Leisure services staff provided an intensive programme of ‘top-up’ swimming lessons for non-swimmers and for community groups. By 2010, over 70% of targeted non-swimmers were able to swim at least 25 metres by the end of the programme.

West Essex SSP: delivering quality and quantity

11. The Partnership Development Manager was based in a specialist sports and languages college. Its headteacher, three headteacher colleagues and representatives from leisure services formed the steering group of the West Essex SSP. This group played a key role in ensuring that the SSP’s objectives were met, that its budget was managed effectively for the benefit of all schools, and that staff were held fully responsible for its continued success. The headteacher felt that:

‘This and the Partnership Development Manager’s personal skills in developing networks and cementing relations with other schools and partners make the SSP an effective one that provides good value for money.’

12. The SSP was making significant progress in convincing school leaders of the need to provide sufficient curriculum time for PE. The percentage of pupils participating in at least two hours of PE each week in Key Stages 1 to 4 had risen above the national average. To help primary schools make the best use of this time to deliver high-quality PE, the SSP produced a resource pack for

⁶ www.totalswimming.co.uk/temporary-pools/pools-4-schools.

teachers to test pupils' ability at the start of Year 5 and then at key intervals during Years 5 and 6 to gauge progress.

A battery of 12 simple tests of pupils' suppleness, strength, stamina, skill and decision-making was used in lessons to identify at an early stage, higher and lower attaining pupils in Year 5. Teachers were provided with task cards to illustrate how to apply each test and a guidance booklet which contained scoring charts and computerised recording sheets. The data gained from the tests were sorted electronically into a rank order to illustrate the sporting potential of the most able pupils and to identify less able pupils in need of additional support. Primary Link Teachers steered more able pupils towards after-school clubs and teams to work with specialist coaches. They worked with teachers to plan different activities in lessons for less able pupils and encouraged them to attend multi-skills clubs after school.

13. These procedures were having a positive impact in the schools by strengthening primary teachers' understanding of the abilities of their pupils. The information provided teachers with an improved understanding of how well pupils were doing and what changes could be made to enhance their progress further. One headteacher involved in these assessments commented:

'The procedures help to verify day-to-day assessments made by teachers and help to inform development planning in PE.'

14. This assessment information is shared with secondary schools when pupils transfer from Year 6 into Year 7 to aid their transition and maintain curriculum continuity.
15. Pupils of all ages benefited from an enhanced range of sports enrichment opportunities organised by the SSP. The percentage of four- to 16-year-olds regularly participating in intra-school competition had increased from below to above the national average. Significantly, the participation rates of Key Stage 1 pupils were much higher than the national average, reflecting the SSPs focus on increasing opportunities for the very youngest children in schools where in the past sports activities had concentrated on pupils in Years 5 and 6. The Partnership Development Manager acted as the strategic link between primary and secondary schools to enhance sporting competition and complement existing provision with new tournaments.
16. Sourcing a range of additional external funding through small grants, and using the network of personnel that the SSP had 'on the ground', enabled the Partnership Development Manager to provide a wealth of sports activities for the vast majority of schools. The SSP supported schools to deliver extended services for pupils eligible for free school meals who did not regularly participate in after-school sport by deploying coaches to lead after-school clubs for them.

In the autumn term 2010, sports coaches coordinated by the SSP delivered over 70 projects, mainly 10-week breakfast or after-school clubs in schools. Over 800 hours of coaching in a diverse range of activities, such as basketball, gymnastics, orienteering, tri-golf, tag-rugby, gymnastics, orienteering, table tennis, cheerleading, squash, handball, fencing and kick-boxing, helped to complement the range of established clubs and teams organised by teaching staff, and significantly enhanced opportunities for those pupils not always selected for school teams.

17. Coaches were quality assured by SSP staff who used an induction checklist to confirm that health and safety arrangements and emergency protocols were in place and that coaches provided a detailed risk assessment for each school before they began. Partnership Development Managers met with coaches to familiarise them with the school's facilities and equipment and to observe them in action to confirm their suitability.
18. Coordinated support from the SSP enabled Primary Link Teachers to provide exemplary programmes of weekly breakfast and after-school clubs for pupils in both key stages, delivered by a combination of teachers and coaches. An exemplar timetable for one school delivering the programme is shown below.

Epping Primary School timetable for club activities, autumn 2010

Club activities autumn 2010						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7.45–8.45	Multi Skills Yr 1/2 (Coach led)	Multi Skills Yr 3/4 (Coach led)	Multi Skills Yr 5/6 (Coach led)			
3.15–4.15	Athletics Yr 3/4 (Coach led)	Athletics Yr 5/6 (Coach led)	Cheerleading KS2 (Coach led)			
3.15–4.15	Tennis KS2 (Coach led)	Dance & drama KS2 (Teacher led)	Football Yr 5/6 (Teacher led)	Netball Yr 5/6 (Teacher led)	Football Yr 3/4 (Teacher led)	
3.15–4.15				Tag rugby Yr 5/6 (Coach led)		
Community clubs on site (school has first choice of places)		Community Football Club (Coach led)	Community Dance / Aerobics Club (Coach led)		Community Karate Club (Coach led)	Community Gymnastics Club (Coach led)

The Primary Link Teacher at this school acknowledged that:

‘The SSP has facilitated this, it couldn’t have happened without them.’

19. The overwhelming support of primary headteachers for the SSP, and the impact that it was having in schools, was summed up by one who commented:

‘I have nothing but praise for the SSP which is having a fantastic impact. Prior to the SSP, the school had one football team of Year 6 boys, but it now has a huge range of lunchtime and after-school clubs for boys and girls of all ages. Provision has never been as good as it is now, and I would never have managed this without the sport partnership.’

Corpus Christi SSP: adapting to include everyone

20. The larger than average size of Corpus Christi SSP enabled the Partnership Development Manager to have an assistant with a discrete responsibility for promoting inclusive practice in PE and sport. His focus on improving access to PE sporting opportunities for pupils who had special educational needs and/or disabilities, particularly physical disabilities, was highly valued by pupils and staff in special and mainstream schools. Training for school staff and coaches was helping to develop their understanding of inclusive language in lessons and coaching sessions, and encouraging them to remain flexible to make changes to practical activities so that all pupils remained actively engaged. Teachers said that they considered making inclusive adaptations to activities as a matter of course. This is illustrated by the following example.

Pupils who had special educational needs and/or disabilities regularly competed in inter-school competitions with able-bodied pupils because suitable adaptations were made for them. For example; a game of rugby played by able-bodied and disabled pupils, some in wheelchairs, was made more inclusive for partially sighted pupils by introducing different shaped and coloured balls. Wheelchair sports were played with care and real determination by both able-bodied and disabled pupils which had a positive effect on their attitudes and behaviour towards each other.

21. In partnership with the local authority, the assistant Partnership Development Manager had established a disability leadership academy for pupils with special educational needs and/or disabilities in mainstream and special schools across the SSP with the following impact illustrated below.

Specially adapted sports were taught to disabled pupils and their teachers. Once the knowledge and skills of the activities had been secured, pupils were taught the leadership skills needed to introduce them to other pupils in after-school clubs in their own and other schools. Pupils valued these opportunities to participate in sport and leadership and were justifiably proud of their achievements. They enthused about their abilities as leaders and coaches and the opportunities they had to compete locally in competitions and, for some, go on to represent their county in sport. This

was having a significant impact on their self-esteem, confidence and independence.

22. Partners were unanimous in their support of this aspect of the SSP's work and the impact that it was having on engaging and developing the sporting potential of disabled pupils. The SSP and the local authority were helping to spread this good practice across other SSPs, through monthly meetings with other Partnership Development Managers within the county.

City Academy SSP: giving a sporting boost to pupils in mathematics

23. City Academy SSP had used PE and sport to stimulate pupils' interest in learning and as motivation to boost their academic achievement. An analysis of pupils' standards of attainment on entry to the academy confirmed that a significant proportion were below expected levels, especially in mathematics. To improve this, the Partnership Development Manager and the Academy's director of sport secured a grant from the Youth Sport Trust to implement an 'Olympic SATs booster programme' during the school holidays. The intention was to raise the academic attainment of pupils in Year 6 through a series of kinaesthetic learning experiences, accompanied by participation in sport in the following way.

Headteachers of three primary schools were asked to identify pupils who were on the borderline between a Level 2 and a Level 3 in their core subjects. A week-long programme was provided of practical science, literacy and numeracy tasks and yoga sessions in the mornings, led by experienced Year 6 teachers, followed up in the afternoons by participation in a range of sports activities organised by local community coaches and sixth-form student mentors. After the programme, schools reported an improvement in overall results and higher self-esteem and confidence levels when pupils returned to school.

24. The early success of this programme enabled the SSP to secure external funding from the city council to repeat the programme for a further two years. In its second year, the programme was amended to focus on pupils on the borderline between a Level 2 and a Level 3 in mathematics only, as shown in the example below.

Pupils were chosen from 10 primary schools in the SSP. An Olympic theme was introduced to generate excitement and interest by using results from Olympic events to solve mathematical problems and to develop the Olympic values of working together as a team. Morning sessions concentrated on developing mathematical understanding through practical, active tasks in the sports hall taught by the 'Playing 4 Success' team. Year 6 teachers with an expert knowledge in mathematics led pupils through tasks such as working out angles, speed and time in running,

jumping and throwing events. Pupils also had opportunities to participate in trampolining, yoga and speed-stacking.

25. In its third year, further changes were made to target pupils on the borderline between a Level 4 and a Level 5 in mathematics as in the example below.

Pupils were selected from eight partner primary schools. A Year 6 teacher and a School Sports Coordinator worked together to deliver a weekly programme of practical tasks using Olympic throwing events in problem-solving activities and using information on Olympians to gather data, estimate, measure, calculate and convert between percentages and fractions. A commercial mathematics package was used to supplement the programme. Pupils also participated in 'wake and shake' sessions, cheerleading, fencing, football, multi-sports activities and yoga sessions.

At the end of the week pupils said:

"The programme made learning maths fun" and, "it taught me to just give it a go, if you like it, keep at it".

26. Results obtained in end of Key Stage 2 national tests in 2010 showed that the programme, along with a range of other interventions used to raise achievement, had a positive impact in improving the attainment, attitudes, confidence and self-esteem of pupils:
- Eighty-eight per cent of pupils involved in the programme met or exceeded their target; 21% exceeded their target.
 - In one school 60% of pupils exceeded their target, 43% did so in another school.
 - There was improvement in levels of pupils' motivation and willingness to 'have a go' at mathematics.
 - Levels of pupils' enjoyment, self-esteem and confidence in mathematics were increased.
 - There was improvement in teamwork and communication between pupils in mathematics lessons and sporting activities.
 - There was increased parental interest and involvement in their child's development in mathematics.

The Mountbatten SSP: a passport to leadership and volunteering

27. The Mountbatten SSP relied on young leaders to support the wide range of festivals, events and competitions that it organised each year. Leadership training for pupils provided it with a regular supply of volunteers to organise competitions, dance festivals and after-school clubs. In return, these events provided pupils with meaningful experiences to hone their leadership skills and play an active role in life at school. The SSP's commitment to developing young

leaders was evident in the percentage of pupils trained in sports leadership and volunteering, which was higher than the national average.

28. As in other SSPs, the secondary schools provided opportunities to gain the Level 1 Sports Leaders UK Award either in lessons in Key Stage 4 or in an after-school club.⁷ The SSP expanded this by embedding a 'leadership ladder' of incremental awards that provided young people with a clear leadership pathway from a playground leader, in Key Stage 2, to a platinum sports ambassador, in Key Stage 4. The series of awards in the ladder instilled confidence and increased pupils' self-esteem through leadership and recognised the contribution that they made to promoting sport and physical activity in their own and other schools. The awards corresponded to the stages in the following table.

Table showing leadership ladder used by Mountbatten SSP

Level	Description
Platinum	Senior prefects, sports prefects, house captains
Gold	Year 10 Sports Leaders UK Level 1 Award Year 10 Dance Leaders UK Level 1 Award Attachment to an extra-curricular club in school
Silver	Year 9 National Governing Body Award Accruing 15 passport stamps in Year 9 Achieving a leadership academy sweatshirt
Bronze	Year 8 Leadership training Accruing 15 passport stamps in Year 8
White	Years 5 and 6 Young Leader Award Accruing 15 passport stamps in Year 7

In primary schools across the SSP, selected pupils in Years 5 and 6 attended training and achieved the Sports Leaders UK Young Leader Award. They used their skills to lead play activities for younger children at lunchtimes and supported teachers and coaches at after-school clubs. As they moved into secondary school, a Key Stage 3 leadership academy provided them with further opportunities to assist in after-school clubs and primary school sports festivals, and to act as young ambassadors to train others to become leaders. Some sports leaders attained a basic Sports Leaders UK National Governing Body Award to enhance their leadership skills in specific sports and assist in local sports clubs. They were identified as 'junior club champions' in each sport to tell others about where to play

⁷ Sports Leaders UK provides nationally recognised leadership awards and qualifications that help people develop essential life skills such as organisation, motivation, communication and working with others; www.sportsleaders.org/our-awardsqualifications.aspx.

sport outside school and who to contact in local clubs. In Key Stage 4, many pupils became leaders in sport or dance. They led a lunchtime or after-school club and organised festivals and events arranged by the SSP. The most proficient young leaders were given roles as prefects, team and house captains or sporting ambassadors, charged with promoting the ideals of the Olympics in their schools in the lead-up to the 2012 Games.

29. Following training, young leaders were presented with a certificate and a leadership passport by the School Sport Coordinator in assemblies. Pupils logged their experiences in their passports to track their development as sports leaders as they made their way up the leadership ladder. When pupils assisted in events organised by the SSP, ran playground clubs or helped to train other young leaders, teachers and School Sport Coordinators 'stamped' their passports to record the contribution they had made. By regularly accruing stamps, they progressed to the next level of leadership, from white through to platinum.
30. The front of the passport included pages for teachers to record pupils' contributions made in primary school and on the reverse side, pages to record their secondary school volunteering. The passport included their photograph and was carried with pride by over 500 pupils. They enthused about the impact of becoming young leaders, one saying:

'It makes you more confident especially in your own sports; you feel you can take control. I couldn't be talking to you without the confidence given to me by leadership training; I'm definitely more organised and much better prepared.'

Thirsk SSP: paving the way from school to community sport

31. The Thirsk SSP was highly focused on meeting local needs. Through regular liaison with headteachers and teachers, the Partnership Development Manager gained an intricate knowledge of the strengths and weaknesses of each school. This enabled her to build on existing practice by tailoring support to match their individual needs which was bringing about significant improvements in participation rates in PE and school sport. The percentage of pupils in Key Stages 1 to 4 that participated in two hours or more of PE each week had risen from below to above the national average. PE lessons were complemented by an extensive programme of regular, competitive sport.

Over 80 primary and 12 secondary inter-school competitions were organised annually. Competitions were supported by young leaders and activities were adapted to include pupils of all abilities. This was having a dramatic impact on the percentage of pupils participating in intra-school competitions which had risen from below to above the national average over the past two years.

32. A wide range of after-school clubs was designed to engage pupils who did not always regularly participate in sport as in the example below.

The SSP targeted over 100 pupils in a partner secondary school who did not usually engage in after-school sport. Pupils were offered a diverse programme of alternative activities, including street dance and boxing. This stimulated pupils' interest in physical activity and improved their behaviour. Those wishing to take part had to sign a contract agreeing to attend regularly and to behave themselves in school. The school noted a reduction in the number of pupils excluded.

33. Sports leadership had a high profile across the partnership. A structured programme of leadership training during and after school engaged large numbers of pupils of all ages. Regular participation in SSP festivals and events by leaders made a strong contribution to promoting their positive attitudes and sense of responsibility. They thrived as they progressed through training and applied their skills by organising mini-competitions, dance festivals and sports events for primary-aged children. For some this had a dramatic impact, giving them the confidence and self-esteem to engage with others and to get involved in sport.

Junior sports leaders readily volunteered to support SSP events, including holiday sports programmes. Older pupils had the opportunity to attain sports coaching awards and once qualified they were steered towards community clubs to support sports coaches outside school hours. Headteachers recognised the impact that leadership could have on developing positive attitudes and changing pupils' behaviour in PE and sought the SSPs' help in developing leadership skills in other subject areas such as dance, science and humanities.

34. Effective partnerships with sports bodies and local clubs had increased opportunities on school sites and led to strong and sustainable links between schools and community sports clubs. Many of the SSP competitions and festivals were run at local sports clubs which helped to bridge the gap between pupils' participation in school and their continued participation in sport outside of school hours. The percentage of schools in the SSP with established community links to sports clubs had risen from below to well above the national average. Pathways from schools to these clubs were clear and unobstructed, and in some, such as the examples below, there was a notable rise in junior membership.

Thirsk Rugby Union Football Club, which began with few junior members, ran seven junior teams for over 120 11–15-year-olds. The club had a dedicated school liaison officer who maintained regular contact with local schools.

Thirsk Hockey Club increased its junior membership to over 180 10–16-year-olds playing competitively. Eighteen partner schools participated in the club's hockey coaching programme.

Where pathways from school to community did not exist, new clubs were created on school sites. A community athletics club operated on a secondary school site in the SSP and regularly attracted 30 to 40 junior participants.

35. The Partnership Development Manager coordinated the professional development of PE and sport staff across the local authority and led a forum for other Partnership Development Managers across the county. This enabled her to share good practice and extend relationships with staff from a wide range of other SSPs.

The Vale SSP: growing your own team

36. The Vale SSP built sustainable capacity by investing in local people. Funding their training empowered pupils, teachers, teaching assistants, coaches and parents by giving them the skills and confidence they needed to get involved in school and community sport. In return, the SSP gained a reliable stock of coaches, leaders and volunteers who lived and worked locally, which it could call on to support SSP events. Once trained, they remained in the area and became valued members of the SSP team. This 'grow your own' approach kept the costs of running SSP events low as coaches did not need to be sourced from outside the area.
37. Professional development and training was coordinated centrally by the SSP to maximise its impact, assure its quality and provide equal opportunities for staff and volunteers in schools. The SSP coordinated a 'menu' of training for teachers, which included an annual PE conference. It also included coaching courses and sports leadership training for other adults and young people. The Partnership Development Manager could point to striking examples of how the SSP was investing in people to retain their skills and talents for the long-term benefit of the local community.

A sixth-form student and keen trampolinist, who helped younger pupils at her local club, was funded to train as a sports leader and obtain a trampolining coaching award. She then led her own after-school club for four- to seven-year-olds and judged regional and national competitions.

A Primary Link Teacher and expert practitioner in dance was asked to coordinate dance across primary schools in the SSP. The SSP funded his release from his school for one day each week to work alongside other teachers to improve their teaching of dance. He also organised a mass event to showcase the very best dance in all primary schools in the SSP.

A badminton coach employed to develop badminton in all schools was funded to gain his Level 3 coaching award. He led a badminton academy in the host sports college and, as head coach of the county's badminton high performance centre, provided talented students with a clear pathway from after-school clubs to high-quality coaching and competition. He also managed a group of older pupils trained by the SSP to lead after-school badminton clubs in several schools.

Two teaching assistants at an infant school attended a range of sports and leadership training provided by the SSP and led regular after-school sports and multi-skills clubs. They supported teachers in swimming lessons and led a daily 'wake and shake' session at lunchtimes. The headteacher felt that these sessions had a direct impact on improving children's behaviour by resolving minor incidents that occurred in the playground before pupils returned to their classrooms after lunch.

A parent helping at her son's after-school gymnastics club was encouraged to join a community sports leadership training course. Having achieved this award, she went on to achieve a coaching award in gymnastics and to lead the gymnastics club.

38. The SSP's pivotal role in empowering local people to get involved and engage in community sport was clearly illustrated in the development of a school-club link in an area which had very few sporting opportunities for young people prior to the introduction of the SSP.

A schools' rugby festival organised by a School Sport Coordinator generated interest from a group of pupils who were keen to continue to play, but no local club existed. The School Sport Coordinator instigated the development of Farringdon Rugby Club by providing regular training at weekends and, over time competitive fixtures that were played at a local school. The club developed a thriving junior section with over 100 players, including an under-16 girls' team and also an adult team. It had a strong family and community ethos. The School Sports Coordinator was president of the club and the committee was made up of players, coaches and parents. A local pub served as the clubhouse. Fourteen trained coaches, 10 parent-helpers and six junior sports leaders led and supported team training sessions.

39. The Schools Sports Coordinator made a significant contribution to establishing and sustaining this club and bringing about beneficial changes for the community. The impact of this on young people and their families was captured in the comments of one young player:

'I love going out on a Sunday with my family to show them my skills; when I have scored a try, I feel I'm the tallest person in the world and it's nice to see everyone clapping, especially my mum and dad.'

West Oxfordshire SSP: new opportunities and more competition

40. A varied and inclusive calendar of inter-school festivals and events coordinated by the West Oxfordshire SSP was increasing the proportion of young people participating in regular competition and generating further opportunities for young leaders. The percentage of pupils involved in inter-school sport had risen from below to above the national average. Regular communication kept schools informed of the programmes and events available to them.

41. School Sport Coordinators and Primary Link Teachers consulted regularly with schools to determine what after-school clubs they would like and which inter-school events they wanted to attend. Larger schools were encouraged to bring as many teams as they liked to festivals. For smaller schools with less capacity to engage fully in some events, School Sport Coordinators designed bespoke activities for them so that no pupils were left without the opportunity to participate. Special schools were welcomed to all events; they valued the opportunity to participate with pupils from other schools, one teacher commenting:

‘The pupils who went to the cycle skills day took part in a circuit of activities in the same way as their mainstream peers; they had a great day!’

42. The SSP was enhancing an established programme of inter-school fixtures organised by teachers in secondary schools, by broadening competitions between schools in other sports. This gave more pupils the opportunity to compete without duplicating existing events. Pupils talked enthusiastically about the multi-skills academy for gifted and talented pupils. They appreciated that coaches focused on areas of relative weakness, as well as helping them to develop their strengths, and valued the feedback that they and their schools got about how well they were doing.

43. Young leaders were trained to organise and support primary school tournaments and events which were well appreciated by pupils, parents and teachers.

Pupils in Year 10 supported sixth-form leaders in organising a school Olympics day for 240 Year 2 pupils held at a local secondary school. Leaders ran activities with care, enthusiasm and flair. The awe and admiration for these leaders was etched across the faces of the young participants as they thrived in this well-organised, inclusive environment, and when they received their certificates and medals at the end of the day.

44. Increasing participation in PE and after-school clubs was leading to greater demand from pupils and their parents for sport outside school hours. In response, School Sport Coordinators issued maps to schools to show the

location of local sports clubs and the coaches to contact, and liaised with clubs to provide wider opportunities for young people outside the school day.

A link with a local cricket club led to the formation of a development group to promote the game in schools. The School Sport Coordinator and an enthusiastic club member made a joint application for an 'Awards for All' small grant. The bid was successful and the funding was used to develop a coaching programme for teachers, with coaches working alongside them in schools to develop 'Kwik cricket'. Some schools created their own after-school cricket clubs and a cricket festival held at the club attracted over 200 participants. The SSP had been instrumental in increasing the number of pupils joining the club; junior membership had grown from around 30 boys in the past to 120 boys and 30 girls in 2010.

45. The Partnership Development Manager shared best practice outside the SSP by supporting other partnerships to develop inter-school dance events and led local and national seminars and training events for them.

Wyre and Fylde SSP: engaging and re-engaging learners in the community

46. The aims of the Wyre and Fylde SSP were embedded within the wider area's sports development plan overseen by the Sport and Physical Activity Alliance, which consisted of the local authority, the Primary Care Trust, the Young Men's Christian Association and the County Sports Partnership. Aligning the SSP with this strong network of key partners and pooling resources ensured that it was well placed to deliver beneficial changes for young people and contributed to the economic and social regeneration of the area.
47. The SSP employed a large number of specialist coaches, mostly resourced through external funding secured by the Partnership Development Manager. This gave it additional capacity to firmly embed its work in all partner schools and build sustainable community sport programmes. The SSP held a wide range of large-scale events to showcase high-quality performance and celebrate pupils' achievements. This helped to raise the profile of PE and sport across the area and positioned the partnership at the heart of the local community.

An annual dance festival held at the Winter Gardens in Blackpool had a dramatic impact on raising the profile of PE and sport in the community. Last year, over 600 children performed in front of an audience of 1,400 people, raising over £5,000 for charity in the process and enabling the SSP to attract significant external sponsorship.

48. Links made with local partners and the Sport and Physical Activity Alliance enabled the SSP to target specific groups of young people that did not participate regularly in sport.

Secondary schools noted that some girls were dropping out of PE lessons, particularly traditional games and after-school sport. Schools surveyed the

views of girls about which activities they would be keen to participate in and relaxed the rules on wearing specific PE uniform. Funding was secured by the SSP to provide alternative appealing activities that helped to re-engage them in physical activity.

The 'GO Project', operated jointly between the SSP, the Young Men's Christian Association and leisure services, was successful in re-engaging disaffected girls by providing them with free leisure centre membership after school. As a result of this programme, there were 322 new female members of local authority leisure centres, all of whom had a better understanding of the value of leading a healthy and active lifestyle.

One of the girls taking part in the 'GO' scheme commented:

'This is a great idea to keep us girls occupied, help us socialise, keep fit and understand that we can do this.'

49. Strong networks brokered by the Partnership Development Manager and the effective deployment of resources helped to foster good relations with and between schools. The SSP made widespread use of existing expertise in schools by encouraging teachers to deliver training to colleagues and to share their good practice.

The SSP had funded a primary school lead teacher, seconded from his own school for one day each week, to work with Primary Link Teachers to develop a better understanding of what high-quality PE in primary schools looked like and what else they needed to do in their school settings to achieve it. One-to-one support, the sharing of curriculum resources and the opportunity to work alongside a confident practitioner gave them the knowledge and confidence to try new ideas, experiment and seek improvements.

The SSP employed a specialist School Sport Coordinator for inclusion, based in one of the four special schools in the area. He worked with teachers to ensure that pupils who had special educational needs and/or disabilities in all partner special and mainstream schools had access to the full PE curriculum and enjoyed a range of activities arranged by the SSP.

50. Festivals and events were organised specifically for pupils who had special educational needs and/or disabilities across the partnership, bringing together pupils of similar abilities to compete against each other and participate in outdoor and adventurous activities. The SSP had been instrumental in securing external funding to bring state-of-the-art outdoor facilities to special school sites for the benefit of pupils and community groups.

A Lancashire disability leadership academy provided opportunities for able-bodied and disabled youngsters to work alongside each other, play sport and lead activities for others. Some of the experiences gained by

pupils from mainstream schools working with young people with profound and multiple learning difficulties were life-changing, committing them to regular community volunteering.

51. Collaboration with sports clubs established clear pathways from school into community sport. The Rugby Football Union used the SSP as a conduit to deliver its plans for developing the game by organising its coaches, programmes and competitions around families of schools.⁸ The impact of staff training, coaching and breakfast and after-school rugby clubs on increasing participation rates was dramatic.

Mini-festivals and tournaments held at local clubs strengthened links between schools and clubs. Increased numbers of young people joined local rugby clubs and competitive rugby was much stronger in primary and secondary schools. At the start of the Rugby Football Union's programme, Fleetwood Rugby Club's mini-rugby section had less than 100 junior players; this increased to 175.

The Rugby Football Union regional development officer recognised the role that SSPs played in this:

'Working with the SSP has been extremely beneficial to the Rugby Football Union. It has allowed us to deliver a coordinated approach to the development of rugby within the region and promote the sustainability of Fylde and Fleetwood rugby clubs.'

Chorley SSP: providing the foundations and bridging the gap

52. The Chorley SSP and the local authority were working together to improve the quality of teaching and learning in PE in primary schools by implementing a common scheme of work for PE. Joint planning and coordinated training for staff were embedding this resource in all primary schools in the SSP. It was supplemented with additional training to increase teachers' knowledge of how to develop pupils' generic skills in specific sports and by opportunities for teachers to work alongside coaches and young leaders in lessons. This was having a direct impact on improving primary teachers' understanding of PE and adding greater consistency and coherence to the provision in Key Stages 1 and 2.
53. The scheme of work included procedures for assessing pupils' progress and for sharing this information with secondary school staff to aid pupils' transition from Year 6 into Year 7. Core tasks to assess pupils' progress were helping teachers to understand the standards that pupils should achieve as they progressed through Key Stages 1 and 2 and how to recognise and record this information when pupils met expectations in lessons.

⁸ The Rugby Football Union is the governing body for Rugby Union in the UK; <http://www.rfu.com>.

School Sport Coordinators and coaches worked alongside teachers to assess the skills, fitness and aptitude of pupils in Year 6. Pupils were given a score for each core task to indicate whether they were working towards, meeting, or exceeding expected levels. This provided primary teachers with an overview of how well individual pupils were achieving. School Sport Coordinators and teachers discussed their assessments to check their accuracy. The information was shared with secondary school teachers before pupils arrived in Year 7. It was used as a baseline to determine ability groups for PE and informed the Key Stage 3 curriculum so that plans were matched with pupils' starting points. In this way, learning built upon what pupils already knew and could do rather than repeating work done in Key Stage 2.

54. The SSP facilitated after-school network meetings between Primary Link Teachers and secondary subject leaders to review the resources and procedures and make any amendments needed. This strengthened teachers' subject knowledge and understanding of how this information could be used to maintain curriculum continuity between Key Stages 2 and 3. The impact of this work in primary schools was significant; the percentage of pupils participating in at least two hours of PE weekly improved from below to above the national average and the majority of schools reported that almost all Year 6 pupils regularly took part in school sport. The importance of the SSP in establishing this county-wide curriculum resource for schools was acknowledged by the local authority:

'It would not have been as rapidly introduced or successfully spread across all primary schools without the network provided by the SSP.'

Buckingham SSP: leading the way in mathematics

55. Leadership and volunteering in sport were central to the work of schools across the Buckingham SSP. The proportion of boys and girls trained as young leaders was higher than the national average. As the reputation of the programme grew, more young people volunteered to get involved. Leadership was embedded across all key stages. Pupils were introduced to the concept of taking responsibility and helping others in primary schools and this was developed through a range of further experiences and accreditation as pupils moved through secondary school. Primary headteachers valued it greatly:

'Every year our Year 2 pupils are trained as playleaders. This gives them a very real sense of responsibility and develops their communication skills. They help younger pupils by getting them involved in activities at break times and keeping everyone busy and active which leads to greater concentration in lesson time. They have also learnt skills to help us to organise our annual sports day event and this has been noticed and praised by members of the local community.'

56. Secondary schools used leadership and volunteering experiences to change pupils' behaviour and instil in them the personal qualities they would need for the wider world. School Sport Coordinators noticed the impact of leading others:

'By putting on sports festivals, we place a great deal of responsibility on our students to look after and coach small groups of primary pupils. Many of these students will have not been in a situation of responsibility before and they embrace it with passion and take it very seriously. They gain a great deal of satisfaction and grow in confidence as the festivals progress and often students who don't necessarily have the best reputation around school are engaged and keen to be involved in the next festival.'

57. Opportunities to develop leadership skills were provided beyond Key Stage 4 to ensure that sixth-form students were well-prepared for the future.

As part of their enrichment, a significant number of sixth-form students volunteered to work for extended periods of time in the local community to gain the Higher Sports Leader Award.⁹ They knew the value of this qualification as they prepared for the next stage of their education or sought employment. An array of opportunities to organise and manage festivals and tournaments was provided for them by the SSP.

Those involved were very positive about the difference they felt that it had made to their lives.

'The Buckingham SSP hasn't just given me the opportunity to gain some valuable qualifications in sport leadership, but it has given me the confidence to take my skills into university. It offered me some fantastic experience to work with children including those with disabilities, and as such it has inspired me to become a full-time PE teacher.'

58. The Partnership Development Manager was a member of the senior leadership team in the host school where she had nurtured junior leadership and volunteering in sport before extending this practice across other schools in the SSP. She was taking this one stage further by working with other colleagues to introduce the core principles of sports leadership into mathematics. She delivered leadership training to a group of Year 11 pupils and sixth-form students who were confident in mathematics. The Partnership Development Manager was generating a sense of ownership of the project by handing responsibility for these new leaders to the mathematics department, which would deploy them in the most meaningful ways and monitor and evaluate their impact in mathematics.

⁹ Please see: www.ucas.com/students/ucas_tariff/factsheet/sport

Mathematics leaders were deployed to support younger pupils in lessons, particularly lower ability groups, and to provide one-to-one support for those struggling with their work. Some were appointed as peer mentors for pupils in Year 8 who were having difficulty with the subject. Selected Year 11 leaders became 'experts' in aspects of mathematics and took responsibility to plan and lead learning activities in lessons to improve the understanding of their peers.

A 'mathematics lounge' served as a drop-in room at lunchtimes, staffed by mathematics leaders from the sixth form. They supported younger pupils who came in to seek help with their work.

Initial evidence suggested that this was having a beneficial impact on raising pupils' confidence and aspirations in mathematics. Teachers from other schools had recognised its impact and approached the SSP to provide training for their pupils.

Notes

In the autumn of 2010, Ofsted inspectors visited 12 SSPs to evaluate their impact on young people and the communities in which they lived. The SSPs served a range of urban and rural locations, and varied in size and social and economic settings. Inspectors visited a range of schools and community sports venues. They met with SSP personnel, headteachers, staff, young people, parents, coaches, volunteers, and representatives from national governing bodies and local authorities. Following each visit, inspectors completed a short case study of good practice to share with all SSPs.

Further information

Publications by Ofsted

School sport partnerships: a survey of good practice (HMI 2518), Ofsted, 2006; www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Curriculum/Physical-education/Primary/School-sport-partnerships.

Physical education in schools 2005/08: working towards 2012 and beyond (080249), Ofsted, 2009; www.ofsted.gov.uk/publications/080249.

Other publications

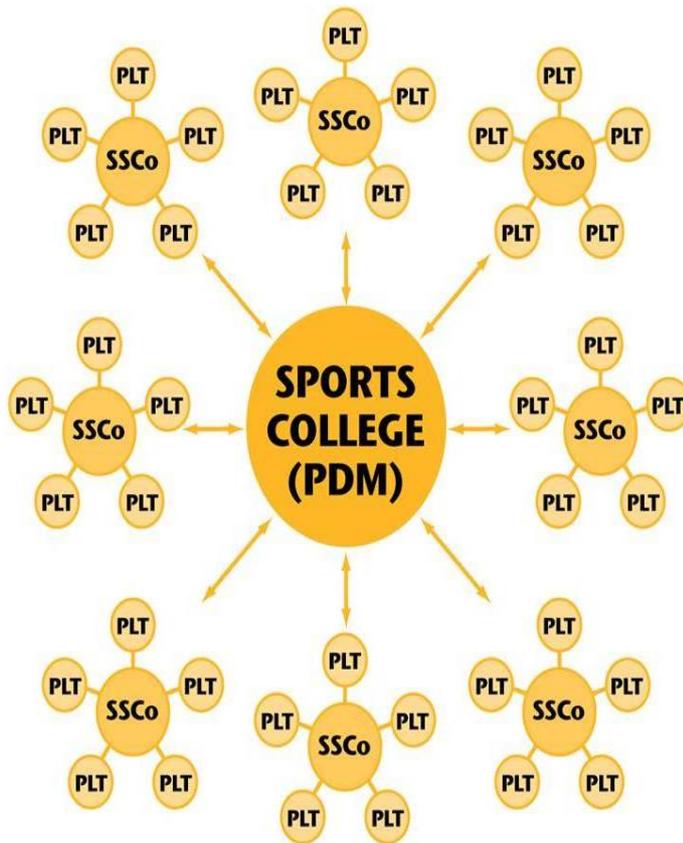
An evaluation of the School Sport Partnership Programme 2005 (TNS Limited) 2005; www.education.gov.uk/publications/standard/publicationDetail/Page1/RR705.

The impact of School Sport Partnerships on pupil attainment (Institute of Youth Sport), Loughborough University 2008; www.lboro.ac.uk/departments/ssehs/research/centres-institutes/youth-sport/.

Refocusing sport in schools to build a lasting legacy of the 2012 Games, Department for Education, 2010; www.education.gov.uk/a0065473/refocus.

Annex A

Infrastructure: 450 School Sport Partnerships



450

Partnership Development Managers

225

Competition Managers

3,200

School Sport Coordinators

337

Further Education Sport Coordinators

18,000

Primary Link Teachers

Annex B

Case studies: contextual information

Hamble SSP	
Base: Hamble Community Sports College, Southampton	
Number of secondary schools	4
Number of primary schools	28
Number of special schools	0
Total number of young people 5–16 years	11,437
Total number of young people 16–19 years	2,792

Rye Hills SSP	
Base: Rye Hills School, a specialist sports college, Redcar and Cleveland	
Number of secondary schools	6
Number of primary schools	23
Number of special schools	1
Total number of young people 5–16 years	8,972
Total number of young people 16–19 years	140

West Essex SSP	
Base: Davenant Foundation School, a specialist sports and languages college	
Number of secondary schools	6
Number of primary schools	33
Number of special schools	2
Total number of young people 5–16 years	1,1306
Total number of young people 16–19 years	688

Corpus Christi SSP	
Base: Corpus Christi Sports College in Lancashire	
Number of secondary schools	11
Number of primary schools	65
Number of special schools	3
Total number of young people 5–16 years	17,130
Total number of young people 16–19 years	0

City Academy, SSP	
Base: City Academy, a specialist sports college in Bristol	
Number of secondary schools	6
Number of primary schools	38
Number of special schools	3
Total number of young people 5–16 years	12,126
Total number of young people 16–19 years	643

Mountbatten SSP	
Base: The Mountbatten School, a specialist sport and languages college, Hampshire	
Number of secondary schools	6
Number of primary schools	42
Number of special schools	5
Total number of young people 5–16 years	12,586
Total number of young people 16–19 years	0

Thirsk SSP	
Base: Thirsk School and Sixth Form College, Yorkshire	
Number of secondary schools	6
Number of primary schools	61
Number of special schools	0
Total number of young people 5–16 years	11,439
Total number of young people 16–19 years	1,093

Vale SSP	
Base: King Alfred's specialist sports college, Oxfordshire	
Number of secondary schools	6
Number of primary schools	52
Number of special schools	0
Total number of young people 5–16 years	12,705
Total number of young people 16–19 years	1,334

West Oxfordshire SSP	
Base: Chipping Norton School, Oxfordshire	
Number of secondary schools	8
Number of primary schools	54
Number of special schools	1
Total number of young people 5–16 years	13,227
Total number of young people 16–19 years	1,329

Wyre and Fylde SSP	
Base: Fleetwood Sports College, Lancashire	
Number of secondary schools	10
Number of primary schools	66
Number of special schools	3
Total number of young people 5–16 years	18,900
Total number of young people 16–19 years	633

Chorley SSP	
Base: Holy Cross Catholic High School, Lancashire	
Number of secondary schools	6
Number of primary schools	39
Number of special schools	2
Total number of young people 5–16 years	10,947
Total number of young people 16–19 years	0

Buckingham SSP	
Base: The Buckingham School, Buckinghamshire	
Number of secondary schools	4
Number of primary schools	38
Number of special schools	0
Total number of young people 5–16 years	8,386
Total number of young people 16–19 years	858