

## 1. INTRODUCTION

Since 2006, all schools in England have been part of a School Sports Partnership (SSP), which developed from the previous government's Physical Education, School Sport and Club Links strategy launched in 2002. As part of the Coalition Government's cuts in central education spending, the Department for Education (DfE) informed the Youth Sport Trust in October 2010 that ring-fenced funding for SSPs would not be continued after March 2011, though SSPs would be paid until the end of the summer term 2011 so that they could continue until the end of the academic year. Schools were free to continue to work in partnership to deliver school sport if they wished, but were not required to do so. Instead, the Government favoured more emphasis on competitive sport in schools.

In December 2010 the DfE 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.

In the autumn of 2010, Ofsted inspectors visited 12 School Sport Partnerships (SSPs) to evaluate their impact on young people and the communities in which they lived. The good practice survey has, in Ofsted's words, *'been carried out so that schools and their partners can learn the lessons of School Sport Partnerships, and apply them in this new environment'*.

This Summary reproduces the Ofsted survey's Key findings in Section 2. Most of the survey is devoted to Case Studies of the 12 SSPs visited, and Section 3 reproduces part of the Case Study of one SSP, where the second and third years of the programme were targeted on raising participating primary school (Year 6) pupils' achievement in mathematics.

## 2. KEY FINDINGS

- 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.
- 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.<sup>1</sup> 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.

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<sup>1</sup> *Physical education in schools 2005/08: working towards 2012 and beyond* (080249) Ofsted, 2009; [www.ofsted.gov.uk/publications/080249](http://www.ofsted.gov.uk/publications/080249) [See Document Summary Service summary 08/09 39, April 2009].

- 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.

### **3. SAMPLE CASE STUDY**

*[Reproduced from paragraphs 23 and 26 of the Ofsted report]*

City Academy SSP in Bristol 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.

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:

- 88% 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 full report can be viewed/downloaded at: <http://www.ofsted.gov.uk/publications/100237>**