Physical Education (PE) being one of only five subjects required for all pupils from the ages 5-16 (Talbot, 2008) has the potential to develop an individual's educational achievement through the enhancement of self-confidence, self-esteem and social and cognitive development (ICSSPE, 2001).

Collins (2012) further suggests that Government associates the concept of sport with youth and education far more than any other domain. In schools sport and physical activity is contextualised principally as Physical Education (PE) and in recent years there has been no greater influence on PE than that of the government policy.

This Ruff Guide presents an interpretation of the developmental landscape of PE and School Sport from 1995 to 2012 offering some research avenues for undergraduate students and suggesting links between PE and School Sport practice within the context of the wider policy agenda.

As a starting point for avenues of interesting undergraduate research we offer the following diagram (from the PESSYP strategy, YST (2009)) for inspiration;
The mid 1990s saw a step-change in school education in England and Wales; various developments in relation to the National Curriculum and particularly the Education Reform Act (ERA 1988) changed the way in which schools operated. Impacts were felt across state school provision which included physical education.

The development of the National Curriculum for Physical Education (NCPE) introduced in 1992 (revised in 1995, 2000 and again in 2008), with its focus on elite sport and competitive team games, supported in the Conservative government sport policy document *Sport: Raising the Game* (DNH, 1995), gave license to the 1997 New Labour Government to become increasingly interventionist in setting the PE and School Sport policy agenda during the late 1990s.

The trend toward the development of schools with "specialisms" was initiated by the Conservatives and continued under the newly elected Labour government in the form of "Specialist Sports Colleges". Here connections developed between feeder primary schools and secondary provision via the programme called "school sports co-ordinators" (SSCos). The specialist sports colleges and school sports co-ordinators initiatives were originally conceived as developing wider opportunities in some of the most deprived neighbourhoods in the UK (see *Bringing Britain Together, A Sporting Future for All, PAT 10, Game Plan* etc.) as part of New Labour's crosscutting 'social inclusion' agenda. Physical Education and school sport was central to New Labour's sport policy as part of their ‘Education, education, education’ rhetoric when coming to power in 1997.

A Specialist Sports College was a maintained secondary school (in England) which received additional funding from the Department for Education and Skills to raise standards in physical education and sport within its own school environment, in a local family of schools and in the wider community. Schools could then apply for sports college status by raising £50,000 of private sector sponsorship and submitting to the DfES a four year development plan outlining how it would raise standards in PE and extra-curricula sport. Sports colleges were one of eight categories of specialist schools in the Government's specialist schools programme. In return for a sponsor contribution of £50,000 (reduced in particular areas of multiple deprivation), the department for education and skills (DfES) provided a capital grant of £100,000 which, combined with sponsorship, allowed for a capital project of at least £150,000 (more if sponsorship was greater). Schools applying for 'sports college' status were also eligible to apply for Lottery funding of up to £2 million to improve their facilities for PE and sport. Specialist schools also received an additional per capita annual grant of £123 per pupil, *(i.e. for the*
average size school of 1,000 pupils an equivalent contribution of £123,000 per year
), which may have been used for additional staff, materials, in-service training, equipment
replacement or out-reach work. This funding was available for an initial period of four years
(subject to a review of progress after year two).

Both initiatives grew exponentially and expanded further than deprived areas attracting
increasing amounts of both exchequer and lottery funding. The School Sports Co-ordinator
programme particularly developed (in scale at least) to become a new tier in PE teacher
provision having national conferences and, in effect, its own lead body in the form of the Youth
Sports Trust. It was this level of structural managerialism that attracted some criticism at the
time and the increasing cost was (inter-alia) perhaps the root of its downfall in 2010 under the
Coalition government. The story of the formation, rationale, growth and effective demise of the
programme we turn to below.

The School Sport Co-ordinator Programme was launched – by the Department for Education
and Skills and the Department for Culture, Media and Sport in September 2000. The
programme brought together families of schools to help deliver for pupils a two hour (per week)
entitlement to high quality physical education (PE) and school sport within and beyond the
curriculum.

The programme had six strategic aims and objectives (*delivered through eight strands*):

1. raising standards – supporting schools to review and develop their PE and school sport
programmes to enhance the quality of provision;
2. strategic planning – enhancing PE and sports development through development plans;
3. primary liaison – establishing and developing PE and sports programmes for primary
and special schools (particularly targeting the Key Stage 2/3 interface);
4. school to community – building and supporting school/club links;
5. out-of-school-hours activity – developing and supporting out-of-school-hours sports
programmes (including inter and intra school competitions); and
6. coaching and leadership – developing leadership, coaching and officiating programmes
to help pupils gain skills to enhance their future role with the sporting community.
The Local Education Authority (LEA) identified an experienced teacher, normally within a Specialist Sports College (SpSC) to manage and in most cases deliver an enhanced PE curriculum to their feeder Primary schools. Known as the School Sport Co-ordinator (SSCo) and working with up to 5 Primary schools links were established with an experienced Primary Link Teacher (PLT) in each feeder school.

As the SSCo programme grew into wider families of schools larger School Sports Partnerships developed and Partnership Development Managers (PDM) were appointed, each working with 4 to 6 partner Secondary schools (depending on local circumstances) and a team of SSCo's and Primary Link teachers.

The School Sports Co-ordinator initiative, then principally based in Specialist Sports Colleges (although this was, and is, not the only model) aimed to develop the quality of delivery of physical education in schools and particularly the links between Key Stages 2 and 3 (the gap between primary and secondary provision) in addition to achieving the government's then target of two (2) hours of PE for every child per week (modified sometime later to the 'five hour offer'). The links made by Programme Development Managers (PDMs) and School Sports Co-ordinators with Primary link teachers were designed to achieve these targets.

In addition Specialist Sports Colleges and School Sport Co-ordinator programmes were charged with developing 'community' links (the former also charged with developing further and higher education links). The two initiatives, sports colleges and the newly termed school sports partnerships formed two of the eight strands of the PESSCL strategy (Physical Education and School Sport Club Links), later reconceptualised as PESSYP (including provision for 16 – 19 year olds).

These school / club / wider community links, stem from the 1960 report of Wolfenden "Sport and the Community", schools opening their doors to a wider population than their own pupils and school partnerships. These wider community links provided fertile ground for the county sports partnerships (under their initial remit of active sports and school/club links) and local authority sport development professionals (coaches and development officers) to identify talented young sports performers.
The various claims for the value of sport in educational settings are as old as the British Empire itself (and not unrelated) ranging from that famous [mis] quotation attributed to the Duke of Wellington in 1815 that "the battle of Waterloo was won ... on the playing fields of Eton" to those various claims made in recent sport policy documents including Game Plan (2002). In summary the positional statements are; that sport might contribute - in an educational context to;

Enhancing [wider] educational attainment. (there is little evidence for this)
Developing psychological traits (self-esteem etc.)
Enhancing social responsibility
Developing moral responsibility
Developing interpersonal skills
Developing lifelong [positive] health behaviours
Encouraging social conformity (& behaviour)
Developing employment key skills (teamwork etc.)
Reducing childhood obesity (6% at present)
Combating adolescent depression

(this list is not exhaustive: see Bailey et al)

PESSCL to PESSYP.....

The PE and Sport Strategy for Young People (PESSYP) launched in January 2008 expressed the then Government’s commitment to improve the quantity and quality of PE and sport undertaken by young people aged 5 to 19 in England. PESSYP was, according to the DCMS, designed to build on the success of the PE, School Sport and Club Links (PESSCL) Strategy for 5 to 16 year olds [sic], which went live in April 2003. PESSYP saw an investment of £755 million over three years to deliver the work announced by Prime Minister Brown in July 2007, and was set out in the then Public Service Agreement target 22.

The strategy was the joint overall responsibility of the then department for children, schools and families (DCSF) and the department for culture, media and sport (DCMS) working in particular with the then department for universities, innovation and skills (DUIS), in relation to 16 to 19
There were key roles for the infrastructure of specialist sports colleges, school sport partnerships, national governing bodies, county sports partnerships and other community providers to ensure that all 5 to 16 years olds had access to two hours of PE and three hours beyond the curriculum and that 16 to 19 year olds had three hours of sport outside of the curriculum. Collectively, this was referred to as the “Five Hour Offer”.

5 Hour offer in a nutshell

From PESSCL school children, 5 to 16 year olds, should have received 2 hours PE at school per week and an additional 3 hours of out of school physical activity and sporting opportunities: The responsibility for this sat with the Youth Sports Trust. (image YST (2009)

16 – 19 year old provision was a bit more complicated; for those in sixth form [years 12 and 13 in schools] or Further Education and the implication then in Higher Education; should have had opportunities for 3 hours of Physical activity and Sport. In 2011 a number of Universities gained grants to develop a wider physical activity agenda for from Sport England under the Active
Universities initiative.

16 – 19 year olds outside of education become the focus of Sport England through the County Sports Partnerships [CSP’s] in the context of providing the 3 hours of physical activity and sport opportunities, the CSP’s then becoming in effect and again the delivery arm of ‘sport policy’ of Sport England, a concept they were encouraged to desist from in Game Plan (2002) preferring a Sport England role of enabler. Sport England sponsored and adopted ‘Sport Unlimited’ which included ‘Street Games’ to provide what they saw as a more relevant and user [what young people want] driven Sport and Physical activity mechanism than physical education.

The youth sport trust and sport england developed a collective partnership arrangement in the context of Sport Unlimited, dividing responsibilities in providing the “five hour offer” to those young people not in education. Interestingly however, nowhere in this delivery vehicle were local authorities who spend over 1 billion pounds annually in sport and recreation in the UK.

At launch it was uncertain what would be identified as the various components of the ‘five hour offer’. In essence, it was difficult to differentiate PE and sport from wider physical activity, and therefore to delineate what was and was not to be considered part of the "five hour" sporting landscape, and moreover whether the YST (or indeed schools) were an appropriate context for the delivery of opportunities to a post school age population. (image YST (2009)
School Sport Partnerships remained the key driver for young people's 'high quality sports opportunities' within and beyond the curriculum. SSPs retained a responsibility for increasing participation opportunities and supporting the development and delivery of high quality physical education and school sport, but it was hoped, also to become much more outward looking, to ensure that appropriate pathways exist, or are being developed, for young people to access high quality sporting opportunities beyond the school gates. It was envisaged that to do this community partnerships, including local authority services, county sports partnerships, voluntary agencies and national governing bodies would need to be strengthened.

Further Education Sport Coordinators (FESCo)

Thirty-one pilot FESCo applications were approved at the first meeting of the FESCo Operations Group at the end of March 2008.

The YST were engaged in formal and focussed consultation and review processes with the pilot colleges and SSPs to ensure that lessons learned from the pilot group were captured and used to inform the national rollout. SSPs, CSPs and LAs were all to be involved in national briefings on the rollout of the programme during late April and May 2008. These briefings detailed the aims and objectives of the FESCo infrastructure, as well as providing further information on the application process. The key tasks involved all partners in working together to ensure that the most effective local relationships were established through the on-going mapping of FE colleges into the SSP infrastructure. It was envisaged that CSPs would play an enhanced role in the delivery of the 5 hour offer. CSPs leading the delivery of the 'extending activities' work strand in addition to their current role within the 'step into sport' work strand. It was also suggested that NGBs would play a key role in supporting the delivery of many work strands including 'club links', 'step into sport', 'competition managers', etc.

See more about FE Sport provision here.

Club Links

The club links work strand was designed to create and develop links between schools and community sports clubs to support an increase in the number of children aged 5 to 16 years old who were participating in community sports clubs and the overall outcome of club links work strand was to increase the number of young people in school sport partnerships involved in community based sport.

The club links work strand 2008-11, was delivered by Sport England in close partnership with the Youth Sport Trust, National Governing Bodies and the Child Protection in Sport Unit of the NSPCC.

Its remit was to:

- Create high quality sports club opportunities for young people that are welcoming, safe, high quality and child friendly
- Work closely with CSPs and SSPs to develop a network of community and school clubs across the country to create high quality sporting opportunities for young people (incl. volunteering).
- Work through Children and Young People's Partnerships/Children's Trusts, work to give young people access to positive activities, including sport, particularly Fri/Sat evenings.
- Work closely with CSPs and SSPs to deliver the five hour offer. Several teams within each local authority are involved.
people create high-quality environments which recognise participation of children and young

The School Games network

LEVEL 1
- People
  - Teacher Release posts
  - Schools
  - PE departments
  - School Sport Organising Committees
- Support and Guidance Provided by the YST
- Schools Guide including NGB guidance and sports formats
- School Games website
- YST Development Manager (DM)
- School Games roadshows
- YST Conferences
- Networking and training

LEVEL 2
- People
  - Schools
  - PE departments
  - School Games Organisers
  - Young Officials and volunteers
- Support and Guidance Provided by the YST
  - SGO Manual including NGB guidance and sports formats
  - School Games website
  - YST DM
  - YST Conferences and training
  - School Games roadshows

LEVEL 3
- People
  - Local Organising Committee
  - With 50% workforce for School Games festival to be young volunteers
  - County Sport Partnership
- Support and Guidance Provided by the YST and Sport England
  - Lottery funding
  - LOC guidance
  - NGB guidance and sports formats
  - School Games website
  - Festival branding

Young Officials, Young Team Managers and Volunteers are key to ALL Levels

All Officers, School Coaches and teachers involved with the School Games need to know

The Department for Culture, Media and Sport (DCMS) are allocating £10 million per annum to

They will help create a step-change in the quantity and quality of coaching, training and

The competition-cooperation link: Games for developing

School sport partnerships: monitoring and evaluation report

PE and Sport Today

The focus on the values associated with competitive sport and PE, irrespective of obvious

Gove and the government were however buoyed by the 'community of providers of physical

capability as a cross-departmental subject, from the embedded viable and sustainable

system, renews our focus on competitive sport for all, and delivers a truly inspirational sporting

The new competitions will be supported by Lottery funding of up to £10m per annum. The

The Department for Education has secured a good settlement for schools at a time when cutting

is enormous, not just in terms of health, where one in four adults in this country is now classed

happen every day. However, levels of competitive sport are not as high as they should be.

as social instrument' philosophy that characterised

The focus on the values associated with competitive sport and PE, irrespective of obvious

provision in primary schools, a model adopted by Scottish schools.

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