

# ITEM 11A

## Performance Sub-Group

- a) **Supplementary Information regarding CPA C16 The percentage of 5 – 16 year olds engaged in 2 hours a week minimum of high quality PE and school sport within and beyond the curriculum.**

For ease of reference this report repeats the text on this indicator that appeared in the Agenda Item 10 report but with the supplementary information in a box immediately following each question. This is to offer the full Commission a practical example of the Sub-group's work

In addition to the report of the Performance Surgery, members had been provided with an update by Suzanne Meehan. 'Derby City receives considerable investment for Physical Education and school sport through the Government's Physical Education, School Sport and Club Links, (PESSCL) Strategy. The creation of two Specialist Sports Colleges and School Sport Partnerships has engaged every school in the City in working towards the following PSA target of '85% of young people aged 5 – 16 spending a minimum of 2 hours on high quality PE and school sport by 2008'

In June of 2007 the annual PESSCL data collection was done with every school in the City\*. \*(Please also note that 5 Derbyshire Primary Schools are part of the Derby East Partnership, these schools are the partner primaries of Chellaston Secondary School) DCSF released the results of this National Survey during October 2007. The results show that Derby has already exceeded this PSA target by achieving 88% across the City and represents a huge 9% increase on last year's results. This has been achieved through good partnership working and effective strategic management. Schools in Derby access over £500,000 per year through the School Sport Partnerships, to work towards this PSA target.

Key actions:

- A Strategic Management Group has recently been formed to oversee the continued work towards this PSA target and increasing physical activity levels amongst young people. The group is called PE, School Sport and Physical Activity Group (PESSPA).
- The School Sport Partnerships have just submitted applications for continued funding from DCSF for the period 2008 – 2011.
- We have recently secured outline agreement with DCSF to include Landau Forte and Kingsmead School within the Partnerships'.

Copies of the PESSCL results were also provided to members.

Members agreed: a) to ask for answers to these questions:

- i) although the data showed the quantitative target to be exceeded, how is the term 'high quality' assessed and guaranteed?**

Unfortunately the PESSCL data collection exercise does not provide any way of measuring 'high quality' even though it is part of the PSA target. The schools are responsible for ensuring that their teaching and learning is high quality through Performance Management and the Self Review Process etc. However CYP's PE and School Sport Team, working with the School Sport Partnerships, help schools to achieve high quality T & L by providing quality assured Professional Development opportunities. The Team has received a National Quality Assurance Award in recognition of the service it delivers.

A secondary PE research project is about to begin which will explore new ways of teaching and learning in PE. This project is in partnership with Leeds Met University and ESP. 7 of our secondary schools and Landau Forte have agreed to take part. This will aim to address high quality issues at KS 3.

In addition to this schools are invited to buy into subject leader network meetings. Teachers can access Professional Development, advice and informed discussion through these sessions which are put on twice annually. Secondary School take up of the sessions is very high. We are also aiming to set up a secondary improvement group for PE early next year.

**ii) specifically, is this delivered by trained staff?**

I am assuming that Members are referring to PE & school sport in this question. In secondary schools most PE lessons are delivered by specialist PE teachers. The same PE staff also deliver a large % of the 'school sport' offer (School Sport is the Out of Lesson time sport and physical activities such as teams and clubs, gym, dance etc). However increasingly secondary schools are working more in partnership with Sports Clubs to deliver some of these activities. This is strengthening sporting pathways for young people too. In primary schools the picture is very different, primary school teachers are trained to deliver the whole curriculum. However evidence tells us that many primary school teachers receive as little as 6 hours of Physical Education training within their Teacher Training Period. This means that many primary school teachers suffer from low confidence when it comes to teaching physical education, particularly aspects such as gym and dance etc. Some primary schools have experimented with using sports coaches to deliver some aspects of PE during PPA time. However this is not widespread in Derby. Teachers are still the best placed people to deliver PE as they are child focussed and understand how learning develops. However they need to be supported and developed in the same way that teachers are supported and developed in their other areas of teaching

**iii) as primary schools are less likely to have PE specialists are links made with the secondary schools?**

Through the School Sport Partnerships all secondary schools have a School Sport Co-ordinator (SSCo). The SSCo's role is to link with the primary/special schools in that particular family. This is now well established and links between secondary/primary and special schools have developed a great deal over the past 6 years. There is still more to do however. The Specialist Sports Colleges, Lees Brook & Derby Moor, have also done some in-depth work with their own family primaries. This has been possible because of their Specialism funds.

It is important to note also, that children at primary school should not be given a watered down version of what is delivered by secondary PE staff. The primary PE curriculum is critical to the lifelong participation of young people in physical activity and sport. It needs to be multi skill based as opposed to sports specific, particularly from early years to year 4. Secondary PE staff are not trained at the moment to work in this way or to work with primary aged children and so should not be seen as the experts compared to primary school staff

**iv) what effect is the B-Active initiative having on this target?**

It is too early to quantify at the moment. B active is about physical activity levels in and out of school. The LPSA2 research will be repeated in 2009 and that should demonstrate the impact.

However what we do know is:

- 6 primary schools and 2 secondary schools are involved in b active pilot work currently
- 30 primary schools have signed up to deliver daily physical activity
- 1 secondary school is experimenting with physical activity sessions
- The b active conference delivered the early results from the LPSA2 research and this is continuing to challenge schools and CYP
- 8 secondary schools have signed up to take part in a Teaching and Learning project at KS 3 which will help address some of the issues that have been flagged up by b active
- Capital investment programmes are also being challenged to consider the b active message. BSF in particular, looking at what lessons can be learnt for the future

It is also important to note that b active is not just about young people but also about adults. The b active pilots involve working with learners, staff and parents

**v) do all schools record this activity in the same way?**

Yes every school in the country is expected to complete this data collection exercise. All schools in Derby do complete the survey annually.

**vi) are Extended Schools bringing in more activity and/or raising participation?**

This is difficult to answer. We are starting to work more closely with the Extended Schools Team. Obviously what goes on under the heading of 'school sport and community use of school facilities' comes under the heading of Extended Schools. We recognise that the work of the PE and School Sport Infrastructure contributes hugely to the Extended Schools Agenda. However we also recognise that bringing strategy together is vital and that is why Janet Lawrence has been invited to be part of the PESSPA group. We recognise that there needs to be a closer working relationship with the Youth Service too

**vii) beyond the school based curriculum how is participation quantified?**

The PESSCL survey only measures what the school delivers as part of Curriculum and out of lesson time learning. However there is one PESSCL question that asks about young people attending sessions organised through School-Club links. This only provides a very limited view on participation outside of the school day. The LPSA2 research is the only way of measuring participation in physical activity outside of the school day. This will be repeated in 2009.

**b) to invite a comment from the officer on the sub-group's observation that the time range between schools seemed to be about 65 to 120 minutes with few exceeding two hours: does this suggest schools perceive this as a target to meet but not exceed?**

Schools are being urged to provide at least 2 hours of PE curriculum time, i.e. the amount of time in Physical Education lessons. This has been very challenging for schools over the past 6 years, particularly at KS1,2 and 4. The literacy and numeracy initiatives have squeezed the primary school curriculum in terms of time. As the government instructed schools to deliver Lit/Num hour in the morning this meant that most PE was delivered in the afternoon. The effect of this was that the school hall was rarely used in the morning for PE and because everyone then wanted it in the afternoon, time was limited! Thankfully practice is slowly beginning to change

At KS4 secondary schools have to consider how more PE time will impact on their standards. This can be a very challenging decision, but more secondary schools are starting to commit more time to PE. PESSCL data has identified that PE time at KS 4 in Derby is lower than the national average and we are all working hard to try and challenge schools on this.

It is also worth noting that the only way that schools can achieve Activemark and Sportsmark now, is through PESSCL data. So some Headteachers are now taking particular notice when they don't achieve the award and want to know why!

The b active movement is providing the challenge and educating people about the importance of physical activity levels amongst our young people

**c) to thank Suzanne for providing the range of information that prompted these supplementary inquiries.**

Thank you for the interest and very insightful questions!.