

YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

‘A Sporting Chance’

**Scrutiny Review on the increase in participation by young
people in high quality physical education and sporting
opportunities**

EXECUTIVE SUMMARY

In recent years there has been a growing national debate regarding the state of the nation's health, highlighted by poor rates of public participation in sporting activities, growing issue of obesity and even poor sporting success at an international level.

These were brought into sharp focus by not only Jamie Oliver's crusade for better school food which highlighted this, but also the poor state of children's health and the winning bid for the 2012 Olympics which focussed the nation's attention on success at these Games.

Nationally, it is a government priority to increase participation at school level whilst developing opportunities for those more gifted to compete at a national level. Since starting this Scrutiny Review the Prime Minister, Gordon Brown has called for a united team effort in the run up to 2012 and to make sport a part of every child's day to build a greater sporting nation and a fitter nation.

We hope that this scrutiny review highlights the importance of encouraging and supporting children and young people to participate in high quality PE and sport and the benefits this can bring.

However, sporting accomplishment at whatever level also has much wider implications. It boosts self esteem and confidence, encourages team working and breaks down social barriers. Thus it is a critical tool for a much wider agenda such as community cohesion and social inclusion.

The complexities and how important this in-depth scrutiny review has become clearer as the Task Group began to understand and piece together the structures of the School Sports Partnerships, the links with North Yorkshire Sport, the Community Sports Networks and the links with sports clubs. With the assistance of Officers and the Schools Partnership Development Managers we saw an enormous jig saw puzzle come together before our very eyes. We learnt how innovative and good practice initiatives can provide children with more purposeful playtimes and have an enormous positive impact on groups of disaffected and disengaged young people and be a turning point in their life.

I would like to personally thank all those people involved in this scrutiny review; the young people who provided us with their views, the Schools Partnership Development Managers, North Yorkshire Sport, the officers of NYCC especially those in the Curriculum and Advisory Management team, Stephanie Bratcher our scrutiny support officer and finally my colleagues, members of the Young Peoples Overview and Scrutiny Committee.



*Liz Casling
Task Group Chairman and
Member of the Young Peoples Overview & Scrutiny
Committee*

Objectives of the Scrutiny Review

Corporate Objectives:

- Security for all – by promoting safe, healthy and sustainable communities.
- Growing up prepared for the future – through good education, care and protection
- Independence – through employment, opportunity and appropriate support.

Objectives of Review:

To consider how the County Council aims to deliver against the national and local area agreement target and stretch targets for:-

1. Enhancing the take up of sporting opportunities by 5-19 year olds so that the percentage of school children in England who spend a minimum of two hours each week on high quality PE and school sport within and beyond the curriculum increases from 25% in 2002 to
 - 75% by 2006
 - 85% by 2007
 - 92% by 2008
 - 97% by 2009
2. And what, in a local context, is occurring in this field to promote or slow the County Council down from the accomplishment of the above target. Below are the main areas of consideration:-
 - 2.1 The role of physical education in developing better outcomes for all young people in particular those more hard to reach children e.g. excluded and Looked After Children, those with disabilities and black minority ethnic groups, and those in, for example, geographical isolation.
 - 2.2 Parents views on sporting opportunities
 - 2.3 Barriers to participation
 - 2.4 Partnership arrangements between NYCC and North Yorkshire Sport
 - 2.5 Examples of excellent and innovative practice
 - 2.6 Links to Extended Schools
 - 2.7 Outdoor Education Service
 - 2.8 What other local authorities are doing

The National Drivers for Change

Encouraging children and young people to increase the amount of physical exercise they do each week is a national priority. Everyone is clear that obesity levels in children and young people is a growing problem and must be tackled. The latest figures show that 17 percent of boys and girls aged two to ten in England are classified obese and are at risk of developing health related problems as they move into adulthood. At the top end of the sports spectrum there are the London 2012 Olympic Games and Paralympics Games. These events are “the biggest celebration of sport on the planet¹” and encourage everyone to nurture and support talented young athletes to help them reach the very top.

Physical education and sport should be a fundamental part of the education of all young people. Offering opportunities to take part in a range of sporting activities is important in itself, but it can help to develop important values like discipline, team working, creativity and responsibility.

Information gathered from the Young People and Sport National Survey findings in 1994 and 1999 found that the percentage of young people **not** taking part in any sport in school lessons on a regular basis was on the increase.

In October 2002 the Government launched the national **Physical Education School Sport and Club Links (PESSCL) strategy**. This is jointly delivered by the Department for Education and Skills (DfES) and the Department for Culture, Media and Sport (DCMS) through eight programmes. Investment by Government since April 2003 has been in the region of £459 million which is on top of £686 million already invested to improve school sport facilities across England.



The national Physical Education School Sports and Club Links Strategy (**PESSCL**) was developed to support the need to encourage young people to become more physically active, raise awareness, improve standards and increase participation. The means for delivering this initiative has been through a coordinated approach using Sports Colleges, School Sports Partnerships, Community Sports Networks, Sports Clubs and Leisure Services.

The PESSCL Strategy is jointly delivered by the Department for Education and Skills (DfES) and the Department for Culture, Media and Sport (DCMS) through eight programmes. Investment by Government since April 2003 has been in the region of £459 million which is on top of £686 million already invested to improve school sport facilities across England.

The overall objective is a joint Public Service Agreement (PSA) target to enhance the take up of sporting opportunities by 5-16 year olds. The aim being to increase the percentage of school children in England who spend a minimum of two hours each week on high quality PE and school sport within and beyond the curriculum to 75% by 2006.

Its purpose has been was to establish 400 Specialist Sports Colleges and 400 School Sport Coordinator Partnerships by 2006 in communities of greatest need.

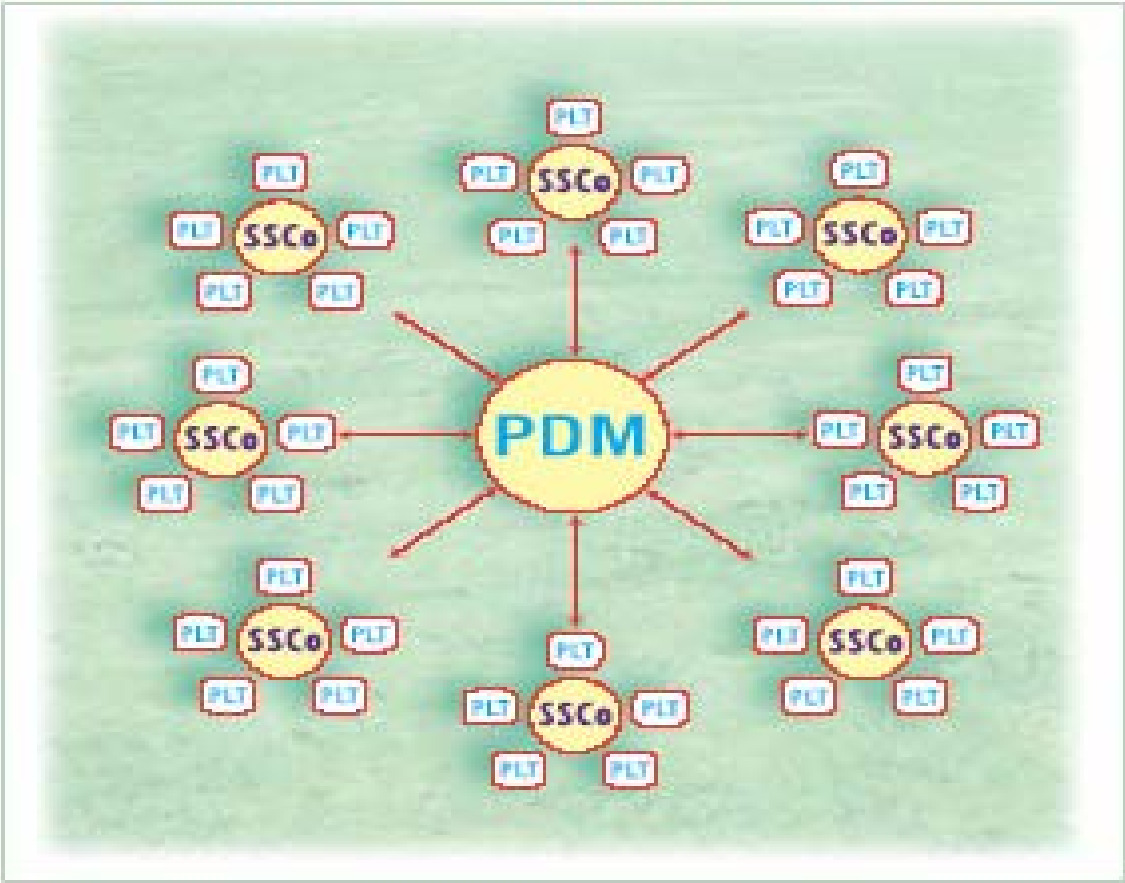
A **Specialist Sports College** is a maintained secondary school (in England) which receives additional funding from the Department for Education and Skills to raise standards in physical education and sport within its own school, in a local family of schools and in the wider community.



The **School Sport Partnership (SSP)** is based around groups of secondary, primary and special schools working together to develop and improve learning opportunities for all. The Specialist Sports College acting as the 'hub' of the family. The School Sport Partnership structure is:-

- The Partnership Development Manager (PDM) manages the partnership full time and is based in a sports college.
- The School Sport Coordinator (SSCo) - A teacher based in a secondary school who is released from timetable two days per week to work on the project. They work with their own school and cluster of feeder primary schools.
- Primary Link Teacher (PLT) or Link Teacher (LT) - A primary school teacher who is released 12 days per year to work on the project

Partnership Model for the School Sport Coordinator programme





The Youth Sport Trust plays a central role in supporting and overseeing delivery of the national strategy for PE, School Sport and Club Links (PESSCL). The on going target being to increase the percentage of school children who spend a minimum of two hours a week on high quality PE and school sport within and beyond the curriculum to 85% by 2008.

The basic principles of high quality

High quality PE and sport always:

- enable all young people, whatever their circumstances or ability, to take part in and enjoy PE and sport
- promote young people's health, safety and well being
- enable all young people to improve and achieve in line with their age and potential.

The long-term ambition, by 2010, is to offer all children at least four hours of sport every week made up of:

at least two hours of high quality PE and sport at schools — with the expectation that this will be delivered totally within the curriculum; and

an additional 2 or more hours beyond the school day delivered by a range of school, community and club providers.

Delivery of the strategy is through nine interlinked work strands; the first two are Sports Colleges and School Sport Coordinator Programmes.

The remaining seven workstrands are:

- Professional Development
- Step Into Sport
- Club Links
- Gifted & Talented
- Sporting Playgrounds
- Swimming
- The QCA's PE and School Sport Investigation

and are the tools the schools and partnerships draw on to enable children to take up their 2 hour entitlement and move towards the 2010 ambition.

Monitoring the aims of the PESSCL strategy is undertaken yearly by the PESSCL survey. All Schools involved in the SSP programme are responsible for completing the questionnaire accurately and in liaison with Partnership Development Managers. This survey forms part of the SSP's contractual agreement by which it receives funding. The data is collected and recorded by schools using many sources of information

North Yorkshire Sport (NYS) is a partner organisation of the Children & Young Peoples Service and has the strategic lead for sport in North Yorkshire and York. NYS reports to Sport England and have their own set of targets. North Yorkshire Sport ensure there are linkages between what is happening in the schools sports partnership and that these are also reflected back into the community through the Community Sports Networks.

The Community Sports Network (CSN) plays an important role within each of the District Councils. Their aim is to consolidate existing sport and physical activity provision and develop new opportunities to enable young people (and the people within a district) to enjoy the benefits of leading a physically active life. The CSNs consists of a group of people from the public, private and voluntary sector who represent agencies involved in providing opportunities for sport and physical activity in each of the districts. Both North Yorkshire Sport and the Partnership Development Managers are involved with these networks.

From the County Councils perspective there is the PESSCL Strategy Group, chaired by an Officer from the County Council. They have a strategic overview of the PESSCL targets. The fundamental purpose of this strategic group is to agree the direction of travel for the SSP's. They ensure there is a competitive element to the SSP programme and that gifted and talented students are supported, encouraged and pointed in the right direction. The PESSCL Strategy Group encourage and support partnership working. This meeting is regularly attended by the Chief Officer from North Yorkshire Sport.

Objective 1 – How the County Council aims to deliver against the local and national targets

North Yorkshire has approximately 120,000 children and young people aged between 0 – 19, which is approximately 21% of the North Yorkshire population. A large proportion experience good health and make good progress educationally. It therefore makes good sense for the County Council to encourage and support children and young people to have every opportunity to increase their levels of physical activity; supports them to take part in a range of sporting activities; encourages all young people to live a healthy and active lifestyle regardless of their social, geographic and economic diversity.

North Yorkshire County Council recognised the huge potential and impact school sports partnerships could have on successful outcomes for children in terms of improving their decision making and life chances. Taking a proactive and leading role the Council's next step was to raise awareness and, where possible, win the hearts and minds of Head Teachers to see the potentially positive impact on school improvement.

Consultations with other directorates in the Children & Young Peoples Service established which schools to approach as 'hub' sites and a strategy for implementation of the School Sports Partnerships was developed.

The proactive approach taken by the County Council is unlike other local authorities who either :

- * had some partnerships up and running which were originally just for areas of high deprivation, and therefore could not take an overall lead

- * or did not have the capacity for strategic leadership
- * or did not value the concept

The County Council has been instrumental in developing 8 School Sports Partnership (SSP) programmes from 2003 to 2006. The Sports Colleges or 'hub' schools as they are known are – Aireville, Barlby, Harrogate High, George Pinder, Lady Lumleys, Risedale, Upper Wharfedale, and Thirsk.

Each 'hub' has a Partnership Development Manager (PDM) who manages the partnership full time, is accountable to the Sports Director/Steering Group and is based in a sports college.

The latest partnership is the Special School Sports Partnership (Special SSP) which is first of its kind in the Country and places the partnership in an extremely innovative position. It is dedicated to improving the experience of PE and School Sport for every child with special needs through enhancing and extending opportunities both in curriculum time and during out of school hours learning. This special SSP consists of 13 special schools, 2 pupil referral units and includes SEN pupils from mainstream schools. The Partnership Development Manager is based at Mowbray School in Bedale.

Research showed that the Schools Sports Partnerships (SSP) are establishing themselves well. The Partnership Development Managers (PDM) meet regularly to share ideas and discuss events with one another and to plan for the future. There is close partnership working between the PDM's and the County council and although there have been some major strides forward, all agree that there is still more work to be done.

An area which the Task Group did consider may warrant further action relates to information being more readily available on the performance of the School Sports Partnerships. Promoting the work and achievements of the Sports Partnerships would seem essential but it would appear that only a small number of SSP's have a dedicated website. These websites could provide information on forthcoming events, activities and the availability of professional training courses.

The latest date from the PESSCL survey indicates that the Council together with its partners have exceeded the 2006 target of 75% and are well placed to reach the 2007 LAA stretch target of 85%. Results from the latest PESSCL 2005/06 shows that the North Yorkshire Schools Sports Partnerships average participation rate is 79.1% which shows good progress for 2006.

As always concerted efforts will need to be maintained if the Council and partner organisations are to achieve the 2010 target of 97%.

Ayreville	88%	North Yorkshire's School Sports Partnerships = Average 79.1%
Barlby	83%	
Harrogate	80%	
Lady Lumleys	89%	
George Pinder	76%	
Risedale	73%	
Thirsk	82%	

It is clear from this data that the majority of schools ensure that pupils, in each year group, participate in PE in a typical week. However, there are a number of Schools who are not achieving the minimum 2 hours of curriculum time taking part in PE and is therefore an area that requires monitoring.

Delving deeper into the PESSCL data provided a clearer picture on how individual schools were performing against the target:

Key stages 1 & 2 identified several schools who are not meeting the required minimum of 2 hours of PE in a typical per week. This may in part be due to the rurality of the County and the number and location of small schools. This is an area that the Task Group would suggest is monitor by the SSP's.

Years 7, 8 and 9 - the data shows that the majority of schools do ensure that pupils in each year group participate and spend 2 hours taking part in PE in a typical week.

Years 10 and 11 - this shows that at least half of the secondary school pupils, including Sports Colleges have difficulty in maintaining the 2 hours of curriculum time taking part in PE in a typical week for these year groups.

What has been difficult to evidence and evaluate is how the increase in participation is measured against improved outcomes for young people and whether this huge investment by the Government is achieving its main aim. Research tells us that increased levels of physical activity can help to improve attitudes to learning and attainment in generally underachieving children and young people.

However, the findings of the Task Group, in relation to the PESSCL survey data revealed that this data is not currently used to measure the positive affects that increased participation has had. For example increased levels of attainment, improved behaviour and attendance. This additional information would enhance the usefulness of the PESSCL survey, giving it extra depth and weight.

Interestingly, discussions with the Chief Officer, North Yorkshire Sport confirmed that there is work in progress to utilise and broaden the scope of the PESSCL data more effectively. This is an area the Task Group are keen to see developed and have agreed to remain actively involved and monitor progress.

Are the Sports Partnerships working?

The Schools Sports Partnerships are establishing themselves well. The Partnership Development Managers meet regularly to share ideas and discuss events and future planning. They work closely with the Council's Service Improvement Partners and are in regular contact with the School Sports Co-ordinators and Primary Link Teachers. They feel there have been some major strides forward but are all in agreement that there is still more work to be done in support of their objectives and partnership working.

The Line Management of PDM's by the nature of the structure is fragmented. They are line managed by Sport lead within school and practice can differ from school to school.

Members of the Task Group were provided with many examples of innovative and good practice and are evidence to show how well the SSP's are progressing. The following are just two of the examples received:

***“RAMP” Rural Area Motorbike Project
Partnership Development Manager – Andy Clay***

10 week project involving 20 Students from Year 10 (15 boys and 5 girls). Students were identified as disaffected; low self esteem; on the verge of exclusion; low attendance records; low in confidence; ‘trouble makers’.

All of the young people involved were low in confidence, their communication skills with each other and staff were very limited and they lacked any real desire to improve their quest for new experiences or knowledge.

Outcomes:

- Everyone completed the course; could confidently ride a motorbike and received a QCA accredited qualification in motorbike safety (most of whom were predicted to not achieve any GCSEs grades A-C).
- Attendance to the project was 100%.
- Attendance at school during the 10 weeks was 100% even on the days the project was not running.
- Staff commented on how ‘different’ individuals were within their lessons
- All young people understood the responsibilities of their own actions and were very aware motorbike health and safety procedures.
- At the end of the project Pupils put self confidence as very high and identified a sense of achievement and pride.
- By the end of the project young people said:-
 - a ‘team’ had been formed that shared ideas, communicated and encouraged one another
 - that they had all shared their experiences/enjoyment of the project with their teachers
 - how this was *‘best thing they had ever done at school’*

Example Case Study Evidence

Title of Programme/event/project	<i>Jumping Jacks Playground activities</i>
<p>Why did you want to do this? We wanted to provide the children with more purposeful playtimes. We had noticed that many 'issues' tended to present themselves at the end of playtime and needed to look at ways to make playtimes run more smoothly. We also like to involve the children in what happens at their school and results from a survey showed that many of them did not enjoy this time of the day. We were also conscious of the squeeze that maths and literacy was putting on delivery time for the other areas of the curriculum. Developing playtimes that would engage all the children seemed like the ideal solution.</p>	
<p>What were the key things you wanted to achieve?</p> <ul style="list-style-type: none"> • To reduce the number of behaviour related incidents that occurred during and at the end of playtimes. • To make playtimes a happier time • To engage children in physical activity at break times. 	
<p>What key things did you do? Our starting point was meeting what had been arranged for schools with 'Localities funding'. The TA and myself went along to find out about 'Huff and Puff', a scheme that had been developed by Davies Sport. We liked their ideas and fed this back to staff at school. It was decided that some of our localities money could be used to fund this is due to the success criteria relating to improving standards amongst vulnerable children. We consulted the School Council about what activities and equipment they would like to see running and orders stock and storage. The playground was zoned to allow for quiet areas and spaces for ball games. We decided to issue each child with a key ring, which they would swap for a piece of equipment. This would allow the children to take more responsibility for the equipment. We discussed the notion of having playground leaders, a job which children have to apply for and be interviewed for. The response to this was overwhelming. We delivered assemblies to inform the children of the changes to playtimes and talk about how to use the equipment and what the role of the playground leaders was. TA's went on a course run by Davies Sport on how to use their equipment and ideas for developing playground games.</p>	
<p>What were the outcomes of your project? The end result has been better than we could imagine. Playtimes are now lovely at New Park School. Gone are the days of patrolling the yard and sorting out issues arising from playtime. Now the only dilemma you are faced with is whether to play catch with a group of children or master balancing on a Lola ball! There has been a noticeable improvement in the behaviour at playtimes and also the number of accidents, as play is less of a 'physical' nature. In summer 2005 the children were asked to comment on what they liked about New Park School and playtimes was their top like. A sharp contrast to the year before and its outcome.</p>	
<p>What do you think is still to be achieved? Every so often Jumping Jacks needs re-launching to keep the children's interest and enthusiasm levels high. The equipment we have is rotated and every so often we put something new out to again, keep the interest levels up. Our next step is to introduce Jumping Jacks to lunch times. We are currently planning a 'lunch time curriculum', where children will not only be engaged purposeful play but will be offered activities such as outdoor art, orienteering, sewing. We see Jumping Jacks fitting in with this perfectly.</p>	
<p>What would you do differently next time? The only difficulty we face is the cost of replacing equipment that gets worn out or damaged. Last year we had to fund this out of Key Stage budgets butt his year we are going to use Sainsbury's vouchers to replenish our stocks. Hopefully if this works and Sainsbury's continue with their scheme this will be a regular way to replace the stock.</p>	

It is worth mentioning however, that there are no direct lines of accountability between North Yorkshire Sport, the PESSCL Strategy Group and the School Sports Partnerships but there is a common thread that runs through the heart of all the partner agencies which is to increase

participation and access to high quality PE and sport for all young people both within and beyond the school day.

There is however, one observation the Task Group has made which relates to the marketing aspect of the Schools Sports Partnerships. They consider there are many opportunities to be had by promoting the work and achievements of the Sports Partnerships more proactively. It would appear that only a small number of SSP's have a dedicated website which provides information on forthcoming events or activities and available training courses. The group felt that a better use of the intranet would be a positive way of promoting the good work of the partnerships and informing users of events and activities.

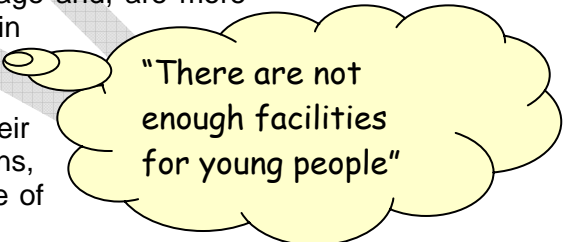
Searches on the internet revealed several good examples of School Sports Partnerships websites. (e.g. South East Somerset Schools Partnership www.sesomersetssco.co.uk, Torbay Sport Partnership www.torbaysport.com)

Objective 2.1 the role of physical education in developing better outcomes for all young people in particular those hard to reach children

Despite the benefits of exercise, national trends show one-third of boys and between one-third and one-half of girls in England do not do the recommended amount of physical activity. So, what would encourage young people to do more PE and sport.

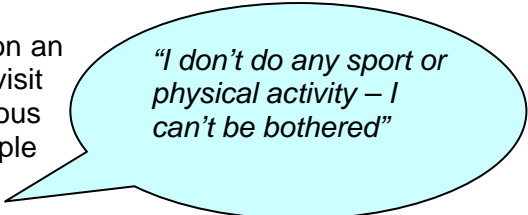
The National School Sport Champion Dame Kelly Holmes takes an impassioned interest in getting more young people active and involved in sport. Research consistently indicates that teenage girls are less active than boys of the same age and, are more likely to become disengaged and drop out of sport in their early teens.

Her response to this was to task teenage girls and their teachers from across the UK to develop Action Plans, demonstrating how they would like to tackle the issue of girls' disengagement with sport in their school.



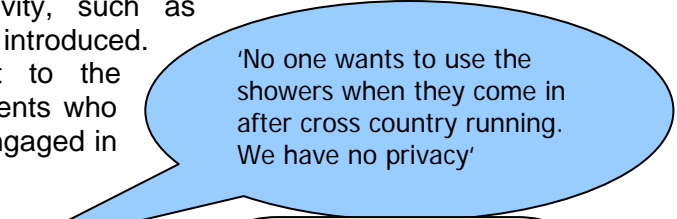
"There are not enough facilities for young people"

In North Yorkshire the Aireville School Sports Partnership won an award for their 'GirlsActive' action plan which included a visit from Dame Kelly Holmes herself. This visit had a tremendous impact on the school, the partnership and the young people themselves. As a result of this initiative and Dame Kelly Holmes' visit 'Active Girl' steering groups have been set up in each secondary school in Craven.



"I don't do any sport or physical activity – I can't be bothered"

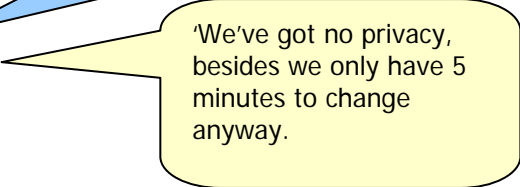
National research shows teenage girls rated the environment for their PE lessons, the range of activities on offer and their PE kit as average or poor and believed that more girls would get active if alternative forms of physical activity, such as streetdance, boxercise and trampolining were introduced. These national indicators are no different to the responses received from North Yorkshire students who listed the following reasons why they are not engaged in PE and sport:



'No one wants to use the showers when they come in after cross country running. We have no privacy'

School issues:

- Type of activities on offer
- Distance from sports facilities
- Poor quality facilities/equipment



'We've got no privacy, besides we only have 5 minutes to change anyway.'

- Lack of specialist knowledge and confidence to deliver
- Pressure from other subject areas

Club Issues:

- Facilities
- Lack of coaches
- Lack of support from families/volunteers
- Lack of funding

"I know sport improves fitness but its boring"

Special Schools:

- limited PE facilities for both indoor and outdoor activities
- Hydrotherapy pools available in only 4 schools.

Transport:

- A major issue for the majority of schools.
- Children are bussed/taxied to and from school and therefore have fewer opportunities to stay and attend after school clubs/fixtures
- Bus services are limited for rural and deeply rural areas
- Finding volunteers to drive school bus for fixtures

A **Looked After Children** Sports Audit undertaken as part of this scrutiny review indicated that the majority of young people in the care system are involved in sport, most commonly on an informal basis.

Good support is given to both young people by carers, Social Workers and Family Support Workers.

This group of young people identified different reasons why they do not get involved in sport and these are as follows:

'Most sports stuff stop when you're 13. I'd really liked to go on a football course.'

1. Eight young people had expressed an interest in football but surprisingly none played for a non school team, which would indicate that more work could be done to progress this.

'There is little to do in the holidays but I think that's the same for most kids of our age'

2. Young people, active in sports and in a long term placement can experience difficulties joining a local club to continue with their sports activity due to long waiting lists

3. Only half had been swimming in the last couple of months and only 8 of the 13 were able to swim albeit a couple of lengths.

'My foster carers are great but I'm not sure who'd pay if my football team went on holiday.'

4. Funding for Gym memberships, trips away for sports teams events, or taking part in a range of sporting/leisure activities is an issue.

5. The provision of sports equipment/clothing is a further matter which seems to require clarification.

6. Young people living in a Children's Home said that they could not involve their friends in leisure activities as staff were not permitted to drive them and their friends to events.

'I can't afford to pay fully for my gym membership'

The Craven/Skipton area is home to the largest community of **black and minority ethnic** families in North Yorkshire. Integration and participation by young people, including their parents/families into local school sports is good and the Task Group were encouraged to learn about the progress being made.

1. Events are open to everyone and all groups of young people are encouraged to get involved and participate.
2. Integration of young people in the Craven area is good and an excellent example is Ings Primary School who have 80% of their pupils from BME backgrounds:

A Tennis tournament was organised last year between ten Skiptonbased primary schools for pupils in years 5&6. Ings Primary School won the tournament so the school took the pupils and their families to the final in Leeds. The School arranged the coach to Leeds for what was said to be a good day out by everyone.

3. Discussions which are in the preliminary stages with the local Imam are around exploring the possibilities of promoting a cricket project specifically for Asian girls, and/or the setting up of sports based activities in and around the local Mosque.
4. Participation in Secondary school outdoor education residential visits by young girls from ethnic backgrounds have not been very successful. It is hard to know exactly how many have taken part, but it is thought to be a minimal number.
5. Young men from the same BME backgrounds do not have the same issues and many have been on residential visits.

Exploring opportunities to enhance the participation in PE and sport for **young people with special needs** is supported through the Special Schools Sports Partnership (SSSP).

Developments such as the *Sportability Clubs* have been a great success with positive feedback from parents/families. The purpose of this Club is to provide opportunities for all young people with special needs and to enjoy sporting activities.

What are the links to the Extended Schools programme?

An extended school acts as a focal point within their community for a range of services. An extended school works with local providers, agencies and, in many cases, other schools to provide access to what the Government calls a 'Core Offer' of support and looks at ways to enhance the physical activity/sporting opportunities, often beyond the school day to help meet the needs of children, parents and the wider community.

Sports activities are an integral part in the delivery of the 'Core Offer' and primarily sit within the 'varied menu of activities' element. However, after school sports for secondary aged pupils could satisfy the requirement of 'a safe place to be' in the childcare element, or the use of a sports field by a junior football club during the weekend would be a good example of 'community access'.

Links to Outdoor Education Service

The Task Group took the opportunity to visit one of the OE Centres to see first hand the types of activities available and meet some of the children on a residential visit.

Watching the high spirits of the children on the 'jungle ropes' and crawling through a rather wet and muddy tunnel in the snow, encouraging one another was fascinating. Their Head Teacher and Chair of School Governors from **Newby and Scalby Primary School**, explained how they used their outdoor education experience back in the classroom. In fact, they invited the Task Group to come and see for themselves.

This visit to Newby & Scalby Primary School by the Task Group was extremely useful and provided them with an opportunity to meet one of the parents. This parent had specifically asked to meet the Task Group to share and explain the impact her daughter's outdoor education residential visit had on the whole family. How it had helped to build her daughter's self esteem and confidence and how it had played a big part in establishing stronger family relationships.

The projects were laid out for the group to see and in turn the children explained that their joint piece of work was to provide the rising year 6 children with information, advice and helpful tips about why they should go on an Outdoor Education visit. They then discussed the activities they liked best, the activities they liked least and what they had learned from the residential visit.

The outcome of the visit to the primary school drew together the parallels between outdoor education, sport and physical activity. They both reinforce the message of health and physical fitness but also, in some cases, help children to develop self confidence and a life-long interest in outdoor activities and sport.

There is therefore a need to develop a set of measurements so development in a range of areas within a child can be taken at different times i.e. during the weeks stay, 1 month afterwards and say 6 months afterwards. This can measure the long term effects and can be a narrative and perhaps linked to education effects.



Conclusions

The Extended School is at the heart of its community in this way is invaluable and no doubt vastly helps local sporting provision. This role needs to be defined and publicised along with an audit of facilities and the type of equipment in each school to strategically manage the sporting provision across a wider areas.

Young people identified several areas which they see as potential barriers and reasons why they are 'put off' taking part in PE and sport. These potential barriers included the environment for their PE lessons, the changing facilities which lacked privacy, the condition of the equipment and the range of sports activities on offer. Added to this is North Yorkshire's rurality and the transport restrictions this can put on children and young people who may want to stay on for after school clubs or sporting activities.

Children and young people in the looked after care system, identified other issues such as difficulties joining a local club, funding for Gym memberships, sports equipment/clothing, trips etc., and the involving their friends in leisure activities. The integration and participation by young people from black and ethnic backgrounds, including their parents/families into local sports is by and large good.

No one disagrees that increasing participation is a challenge but with sustained imagination, investment and the involvement and participation of young people themselves there is a chance that real improvements in their health and fitness will be seen. At the same time the opportunities for talented young athletes increases and hopefully assists them to reach the very top of their chosen sport.

RECOMMENDATIONS:

1. In support of the LAA stretch target County Council Officers continue to work with School Governing bodies and School Sports Partnerships to strengthen the case for increasing participation in PE and sport for all young people.

2. Suggestion that the PESSCL data base is broadened and even linked to educational attainment to help measure the impact that increased participation in sport and physical activity has had on children and young people in North Yorkshire.

3. Consideration be given to the inclusion of the PESSCL data as part of the Inclusion Quality Mark scheme

4. Each Schools Sports Partnership considers developing a dedicated website with links to North Yorkshire Sport and Community Sports Networks.

5. Clarify the role of an Extended School in sport with partner organisations to promote and enhance partnership working.

6. Promote a local sporting ambassador to be the County Councils advocate

7. That the issues raised by the Looked After Children Sports Audit are brought to the attention of the Corporate Parenting Group.

8. Efforts are maintained to develop good links with ethnic minority communities and to encourage participation in PE and sport wherever possible.