

PRINCIPAL SABBATICAL REPORT 2013

‘THE RELEVANCE OF SPORT IN EDUCATION’

Iva Ropati, Howick College

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BACKGROUND:

Sport has generally been promoted for its positive impact on young people’s physical health but an increasing body of international evidence suggests that increased participation in sport and physical activity can also lead to improved academic and social outcomes, benefitting students, schools and communities.

‘Sport is a means to an end, a vehicle to engage kids and help achieve better outcomes. It is not a health strategy, it is an educational strategy.’ Baroness Sue Campbell

Schools are under pressure to deliver academic results, particularly in numeracy and literacy, and to address the ‘tail’ of underachievement especially of our priority learners. Schools are also challenged by poor student engagement, resulting in high levels of stand-downs and suspensions and general absenteeism. Elevating the importance of sport as an educational strategy to remedy all of these real issues will take some doing if school leaders were being asked to re-prioritise resources. While it would be naïve to suggest this could be the ‘silver bullet’ to all our problems it does seem to make good sense when we consider who are not succeeding in our education system and what kiwi kids enjoy doing most, playing sport and being physically active. As a country that values sport there appears to be much more we can do in the classroom that captures this intense interest in sport. This is the educational strategy referred to by YST Chair, Baroness Sue Campbell.

Sport is an ideal vehicle for reaching a large number of our learners. The Sport NZ Young People’s Survey indicated that most NZ kids like playing sport. From a pool of over 17,000 young people aged 5 -18, who participated in the 2011 survey, just 3.5% of boys and 5% of girls said they did not

like playing sport. With a significant number of young people in NZ who do enjoy playing sport it is therefore a golden opportunity for schools (and others) to capture this interest in an appropriate educative manner.

A large number of both correlation and intervention studies throughout the world indicate that physical activity has much to offer education. A 2010 literature review completed by Loughborough University in the UK concluded that as little as 10 minutes of additional organised physical activity in or outside the classroom implemented into the school day improves classroom behaviour and consequently may enhance academic performance. The review also indicated that young individuals who participate in organised sport demonstrate lower rates of anti-social behaviour resulting in less disaffection from school and that PE and sport have been shown to impact positively on:

- The extent to which young people feel connected to their school
- The aspirations of young people
- The extent to which positive social behaviours exist within the school;
- The development of leadership and citizenship skills

Further evidence in UK sports specialist schools indicates that sports focussed colleges have shown the fastest rates of academic improvement of all UK schools for the past 4 years¹. The following school report is a summary of how a few schools are making the change and improving outcomes for their students and the school community.

UK SCHOOL VISITS:

1. King Alfred Academy, Wantage, Oxfordshire

King Alfred's is a large, (1800 students) comprehensive, specialist sports college which occupies three sites located in various parts of Wantage. It has won numerous awards and was designated a sports college in 1999. The college has a reputation for high quality teaching and learning especially over the last few years. Initially it was the quality of the sports specialism that set school benchmarks but latterly the impact of the specialism has had a significant impact on the rest of the school and other departments who all now all want to achieve similar top results.

Examination results are outstanding at KS 4 and within the large and very successful Sixth Form. Students complete KS 3 at the end of Year 8, which allows them to spend three years preparing for their GCSE's and BTEC's.

In 1999 King Alfred's was the first Specialist Sports College designated in Oxfordshire. Additional funding is now used each year to support a range of projects and initiatives across the whole college. These have included the purchase of new computers, interactive whiteboards, minibuses and extra physical education teachers and sports coaches.

Further funding is used to support Primary schools and local sports clubs in the community through the School Sports Co-ordinator programme.

Physical Education plays a central part in the education of students at the school as the Senior Leadership Team all recognise that healthy bodies lead to healthy minds. The PE department plays a major part in shaping the ethos of the College and Specialist status has brought many exciting sporting opportunities and experiences for the students.

The curriculum offers students the opportunity to experience a wide range of activities and personalise their own learning based upon their strengths and interests. As students progress through the key stages, leadership and volunteering becomes a larger part of the curriculum, empowering students with responsibilities and leadership opportunities.

As well as encouraging every student to take part in a wide range of activities, the college is determined to provide all possible support and encouragement for those students who excel in a particular sport.

The college has several key initiatives which have supported its improvement:

- THE ELECTIVE PROGRAMME

King Alfred's offers an incredible range of after College clubs, called Electives. Electives run on all nights of the week, with the majority taking place on Tuesday and Wednesday afternoons from 3.30pm-4.20pm.

There are normally over 100 Electives available each term to choose from. These include revision and 'help clinics' for exam students, a wide range of sporting activities, creative options such as the College Production, music or art, gardening, cooking etc. The programme changes each term with the programme running in 10 week blocks.

- STARS SQUAD

The College has been selected as one of the first schools to be involved with the STARS (Supporting Talent on the Road to Success) Squad project. This means that a scholarship grant of \$10,000 will be awarded to the College to pay for squad development costs. Core strength training, sports massage, physiotherapy, visits from athlete role models and trips to Loughborough University is all part of the new programme.

The project is to support the most talented sportsmen and women and the College had to demonstrate they had at least 4 students who were ranked in the top 20 nationally in their age group in their sport.

This financial support increases the support the elite athletes receive while at the College, and allows them to get additional information which will help them remain at the top of their game. The College sees that the expertise brought in for these students will also benefit the other 80 students who perform at County standard or above in their sports.

- KATS PROGRAMME

The KATS programme stands for 'King Alfred's Talented Sportspeople'. It is a programme for students who excel in sport and are performing at a minimum of County level (or equivalent).

Selection onto the programme can occur at any point in a student's time at the College and the students are then supported via the Junior Athlete Education Programme which offers support and help to plan ahead to ensure that sport, College work, social and family lives all remain in balance.

The College currently has 88 students on the programme, in 26 different sports. Six of these students are ranked in the Top 10 in the UK for their sport.

- CHANGE TEAMS

Student 'change teams', originally piloted by the PE department have now been incorporated by all subjects in the College. Change teams work alongside departments to bring about a positive change to the teaching and learning of that subject.

The latest Ofsted inspection report notes that, "The impact of the college's sports specialism is outstanding. Attainment in physical education is high as witnessed by the 'Sportsmark' award, but the impact goes far further than this. Skills and talents learnt via PE and sport are having an impact on other subjects and contributing to the overall rise in attainment".

2. Streetly Academy, Wallsall, West Midlands

The academy is a large secondary school (1400) which converted to a sports specialist school in 2011. It has made significant progress since this time and achieved an outstanding OFSTED status from previous satisfactory ratings. Most students at the Academy are of white British heritage and has, on average fewer student eligible for free school lunches than national norms.

The academy is a national lead-partner school with the Youth Sport Trust. The school was in the bottom 1% of UK schools for student progress in 2003 and is currently in the top 5% in 2013.

The impact and legacy of the sports specialism are considerable. The academy has been highly commended in the Youth Sport Trust's sporting innovation awards. Sport strongly supports school improvement, raising achievement for all students. The academy allocates one physical education teacher per day to its feeder primary schools to develop their physical education provision. The academy took 660 students and staff to the Paralympic Games, the largest school group in the world to attend en mass.

The academy provides high-quality opportunities for students' spiritual, social, cultural and moral development. This is evident in all aspects of school life and is underpinned by planning at all levels. The academy's aspirational values are encapsulated in its PRIDE code. Pride is an acronym for **P**ersonal Excellence, **R**espect and Friendship, **I**nspiration, **D**etermination and courage, and **E**quality. The PRIDE awards are a major awards ceremony for the school which recognises student excellence and achievement.

Context

- Top 5% for achievement and progress (from bottom 1% in 2003)
- OFSTED outstanding provider 2012-2013
- Only school to move from satisfactory to outstanding in just 3 years
- YST innovation award winner 2013
- Daily Telegraph school sport matters 'State School of the Year' 2012
- Only school ever to win 2 major Teaching Awards

Three main features of this school include:

1. Provision of clubs available to students. There are approximately 30 clubs available across 19 sports activities. They run as breakfast clubs, lunchtime and after school programmes. They include fitness clubs, golf, wheelchair basketball, badminton, basketball, football, netball, futsal, hockey, dance, trampoline etc

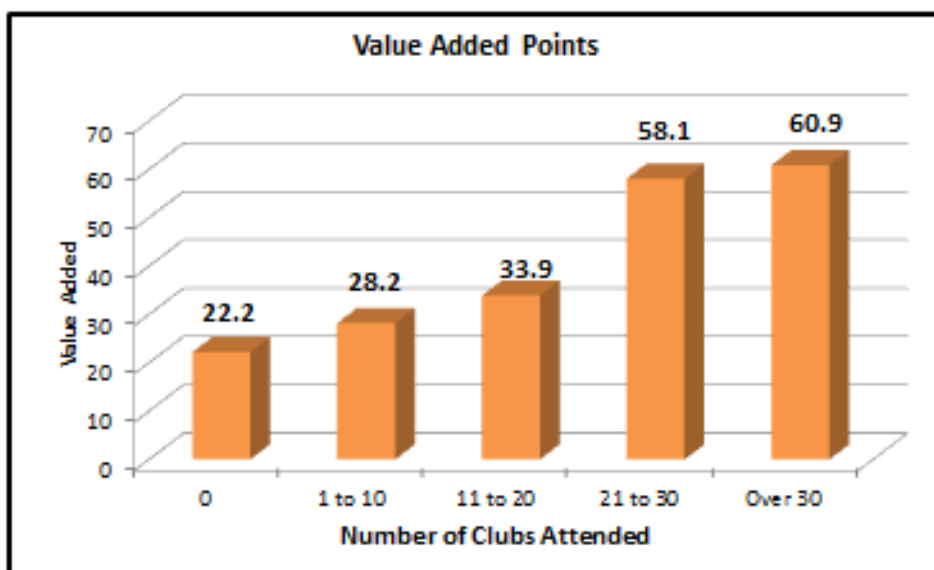
2. Marginal gains concept. The school adopts a high performance philosophy from a former British cycling coach and has applied the thinking right across all aspects of the school.

'It means taking the 1% from everything you do; to finding a 1% margin for improvement in everything you do. That's what we try to do from the mechanics upwards. If a mechanic sticks a tyre on, and someone comes along and says it could be done better, it's not an insult – it's because we are always striving for improvement, for those 1% gains, in absolutely every single thing we do.'
-Sir Dave Brailsford

3. The school's PRIDE code which is based on the Olympic and Paralympic values, is having a significant impact on the social and moral development of the school. Their Pride Awards are a showpiece for the school and interestingly most of the school's sports successors are also their top academics.

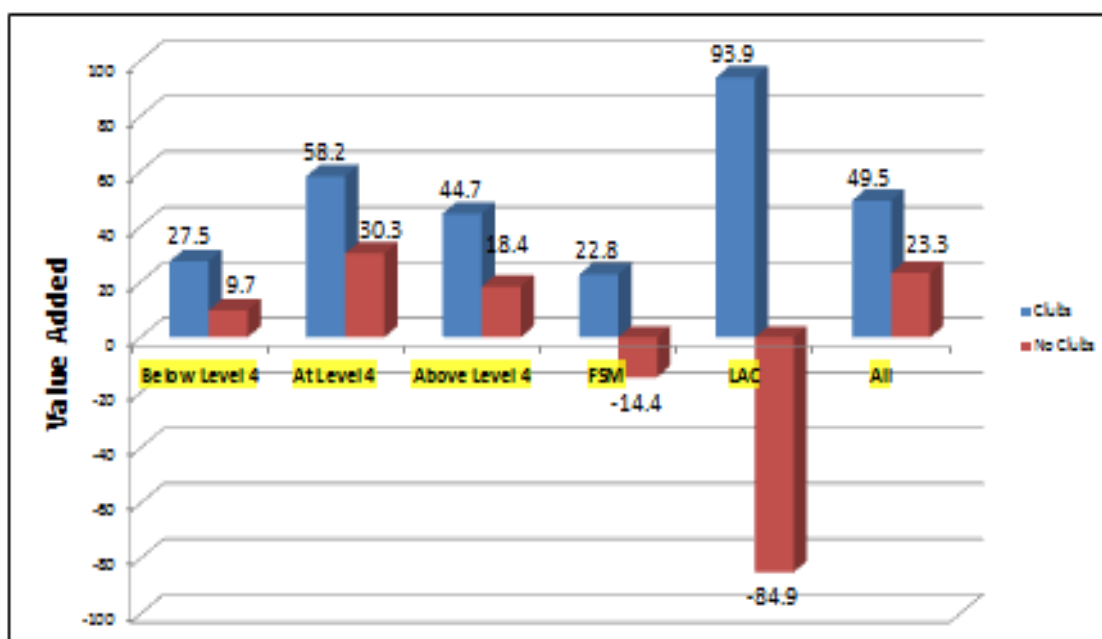
Analysis of achievement versus Sporting engagement

The STREETLY SCHOOL Analysis of Achievement v Sporting Engagement



In the above table, the school applies a value added score to each student based on expected progress or gains. These are usually based on earlier exam performance. The number of clubs attended refers to how actively involved students are participating in a variety of 'clubs' that the school provides at various times during the school day. Even if students were not involved in a club activity, there would still be a natural value added of 22.2 points.

The STREETLY SCHOOL Analysis of Achievement v Sporting Engagement



In this table, the school has made some striking analysis whereby a student's academic achievement is directly correlated to their engagement in clubs. It is interesting that deprived students indicated by FSM (free school meals) and LAC (Looked after children) actually begin to present negative achievement value added when not involved in clubs.

Value added is part of the English school accountability measures. IT is based on a formula which takes the points score in the national tests at the age of 11, applies a formula based on the averages of all other students of the same age nationally, and creates an estimated average point score for the student at age 16. This is then compared to the student's actual points at 16 and it becomes either a plus or a minus. For example, a student with an average points score of 28 at the age of 11 will have an expected average points score of about 400. Each exam at age 16 (GCSEs as they are called here) has a points score connected to the grade. (U (Ungraded)= 0, G = 16, F=22, E=28, D=34, C=40, B=46, A=52, A*=58). The students grades are all added together and their best 8 + English and Maths counting twice = their actual total average points score (APS). Finally their Actual APS minus their Estimated APS = their value added score. Eg Student get 8 B grades (including a B in Maths & English) would have an average points score of 460. If their estimate based on their score at age 11 = 420, then their value added would be +40. (on average +6 = one grade better than the national average, +12=2 grades better and so on)

3. Carshalton Boys Sports College, London

Carshalton Boys Sports College is an 11-19 yrs comprehensive school offering places to pupils of all aptitudes and abilities. The most recent Ofsted inspection reported:

“Standards are rapidly rising in most subject areas and teaching and learning is consistently good. Common strengths include lesson structure and student engagement through interesting tasks. ***The specialist status permeates every aspect of the college's work, raising standards and boosting student self-esteem.***”

Simon Barber (Head Teacher)

“8 years ago the school was badly under-achieving. We are a non-selective school so with 14 other schools in the Borough, 10 of which are selective, every boy that turned up here had been rejected from elsewhere”

“Becoming a Sports College transformed the school and without that it would have closed.”

“PE has driven quality teaching across the school. The sport specialism has allowed this by shining a light on PE within the school and attracting quality PE staff.

Academic Improvement:

	2008	2009	2010	2011	2012	2013
GCSE 5+A-C incl. EN & MA	28%	36%	46%	53%	46%	58%
GCSE 5+A-C	63%	88%	97%			

5 Key Factors:

- Leadership. Including students involved in teaching, eg kids teaching PE & Sport at local primary schools
- Good Teachers. Became a training school and developed their own teachers. Put pressure on teachers not willing to change – “If you aren’t with us, you must be against us”. Pressure & Pace put on staff. Good modelling from staff – picking up rubbish, consistent enforcement of rules.
- Behaviour. Computer reported behavioural issues from teachers with instant response from management
- Curriculum for Everybody. Stage not age related delivery.
- Data driven. Regular monitoring, predictions & setting targets.

Became a Sports College 8 years ago -new Head Teacher – sports specialist funding helped retain and reward good PE staff but over £1m of specialist funding has been spent on English and Maths over 4 years. Train own PE staff on site now.

Sports College funding also used to build a healthy living centre including gymnasium and weights room

PE staff are central to the development of good teaching across the school and run training for all staff – seen as leaders in teaching pedagogy, evaluation and curriculum development. PE led the initial development by creating excellence within the department and then took the key elements which were “natural” to PE into other faculties – peer observation, buddy teaching, goal setting,

processes of evaluation and improvement learned from sports (Why did we win/lose? How did sports day go?)

All PE staff also teach in mainstream English, Maths or Science and there is one PE teacher within each department in the school.

The Sports College tag has created “positive pressure” in that it attracts good PE staff and the principals will employ good PE teachers that can teach in other areas with the bonus that they also get the sports input. There is an expectation and elements in job descriptions that require PE staff to lead in extra-curricular areas and run intra school sports such as swimming and athletics sports. PE staff provide 90% of the coaches and other teachers coaching is rare.

75% of Y7 / 8 / 9 students involved in extra-curricular “clubs” – largely sports activities and almost totally run by PE staff. Drops off to 65% at Y 10 / 11. Leadership programme at Y11 has a focus on leading younger boys in afterschool clubs and activities.

“One of the best things the sport specialism has bought is the young leaders programme”. The school has a strong leadership programme which involves coaching and officiating at primary schools. A real strength has been PE staff and Yr 10 / 11 students delivering PE in local primary schools and organising primary school sporting events based at the College. Primary staff must be involved at all events as PD.

On all walls and on whiteboards in the classrooms explicit outcomes and assessment criteria for lessons and units are prominently displayed. Students could talk about not only what they needed to be able to do but how the school itself was measured!

4. Twickenham Academy, London

Has recently achieved Academy status and is a 1000 student co-ed, (incorporating Sports specialism). About to begin a new build (over 3 years) incorporating innovative teaching spaces across a 3 college structure.

Sponsors contribute 20% of the costs of this Academy and include Rolls Royce. The first Academy to be sponsored by an overseas company – Swedish Kunskapsskolan Education Group which runs 27 schools in Sweden based on individualised programmes and using a “steps and themes” approach where students learn at whatever stage they are at in any subject. Curriculum is being redeveloped (in association with 4 other schools in UK – the Learning Trust) so that all learning material can be accessed through a web portal.



A temporary learning space that models the new spaces to be built includes computer spaces, large and small group spaces and sound insulated “pods”

Nick Jones (Head Teacher):

“The Sports specialism dictates much of the ethos and culture of the school and we are committed to living the Olympic and Paralympic values”.

The specialism has provided around £200k, used to drive the raising of standards and now that tagged funding has gone, we will not let that dilute the sport specialism and are out chasing sponsorship money to not only continue but to do even more"

The focus is on "High Quality PE" and again, AFL is used as a key teaching tool. Kids have a voice in the curriculum, setting targets and success criteria at each level which are prominently displayed. While the curriculum doesn't teach sports, it teaches concepts (speed, power, agility etc) using sport as the context, 50 sports are included as contexts during the year.

Y7: Single Sex Mixed Ability classes

Thematic (My Sport): Multi skills, Leadership

Y8: Single Sex: High Performance & Knowledge Groups – identifying for examination pathways

Outwit opponents (invasion games), Replication of Movement (gymnastics), Performing at maximum (fitness), Identifying and solving problems

Y9: Single Sex: High Performance = GCSE High Knowledge = BTEC

GCSE Criteria, 5 sports, Fitness

Y10 Mixed Gender; BTEC Cert / GCSE / Leadership groups

"Recreational" PE doesn't exist – PE adds value to whole school achievement by adding "points" to the student's qualifications. The specialism has had an impact on the whole school by PE sharing their data tracking and prediction tools which are best practice.

PE staff provide all the coaches in the school but this is starting to change as other staff have seen the improved relationships with students and want to get involved.

Has a strong leadership programme which has also provided good coaches. The Y7 football team is coached by Y11 students and are Borough champions. The Sports Partnership Development Manager is based at the Academy and facilitates the sporting development and competitions structure across all other secondary and primary schools in the Richmond Borough.

Primary School Co-ordinator (PS) = 12 days per year

Secondary School Coordinator (SSC) = 2 days per week

Partnership Development Manager (PDM) Fulltime with office of 3-8 staff

5. Madeley Academy, Telford

A 900 place, ages 11-16, academy and Sports College situated in a brand new campus with main sponsor Thomas Telford School, who along with the Edge Corporation provided £2m towards the £30m new build. Works closely with Sandwell Academy, Walsall Sports College and Thomas Telford School on joint projects, training and resource sharing. The proportion of students eligible for free school meals is well above the national average and students here have the highest levels of deprivation and lowest levels of prior attainment of the 14 schools in the County.

In 2003 the school was under threat of closure. Ofsted reported the overall rating as poor including poor teaching. It was in the bottom 200 schools in the country academically and had only 40% participation rates in PE – the worst in the country.

A new Head Teacher was appointed (formerly Deputy at nearby Thomas Telford School) and Sports College status was sought.

Vic Maher (Head Teacher):

“Becoming a Sports College provided the impetus for improvement, in terms of both funding and focus, enabling change right across the curriculum”.

“Sport has engaged children in an organised, disciplined environment and enabled us to embed values that we otherwise would not have been capable of”.

Achievement is at an all time high and a recent Ofsted report awarded Outstanding status. (2003 = Poor, 2006 = Good, 2009 = Outstanding). The 2010 Ofsted CVA score of 1038 placed the school in the top 10 schools in the UK. (CVA is Contextual Value Added and takes into account social and economic data). In 2011 there were 385 applications for 180 Y7 places with places allocated by the local education authority.

The school is ‘state of the art’ and will be further enhanced when an extension to accommodate sixth form will be completed.

Wherever you move in the school, Sport & PE are highly visible. On entering the main reception area, the backdrop is a massive Fitness Suite surrounded by floor to ceiling glass, the main gym is open to upstairs corridors and the student recreation and dining space also has floor to ceiling glass looking out onto sports courts and fields. Huge professional murals hang on walls depicting many sporting and other inspirational scenes using students. Student artwork and other work adorn all main walls.



(left) Floor to ceiling glass behind the main school reception reveals an emphasis on Sport and PE.

(Below) The gym is visible from first floor corridors.

Large photographic murals are visible.



All students must bring PE gear and get changed even if they are sick or injured and not taking part in the activities. These students are given a role helping the staff with the lesson. As a part of the ‘set up; grant, the school brought every student a school uniform and PE kit.



Each faculty has a double classroom with movable walls. This has allowed experienced teachers to work alongside new or struggling teachers and has been crucial in raising standards. The double classrooms have linked smart boards and each classroom has a permanent board on which learning objectives for every lesson must be written.

The curriculum is heavily weighted towards the vocational with only 20% of the students deemed capable of A levels. The school has a large vocational Training Centre which it shares with other schools nearby who pay for their students to attend courses there. The units were based on local

need and have facilities for Hospitality and Catering (Including an operational restaurant), Beauty Salon, Hair Salon (linked by video to top salons in London), Plumbing and Joinery.

Role of the UK Youth Sports Trust

The Youth Sport Trust is an independent charity, established in 1994, with a mission to build a brighter future for young people through PE and sport. It is focused on creating a world-leading PE and sport system that reaches, inspires and engages all young people. This organisation has been instrumental in supporting schools develop their 'status' as sports colleges and largely responsible for championing sport and PE throughout the UK. The Trust has 6 primary functions:

- 1. Improving the PE experience for every young person** focuses on helping schools to reach out to every young person by redesigning PE and school sport to engage those not currently engaged as well as driving improvements in providing a meaningful PE experience for young people with disabilities.
- 2. Using PE and sport to inspire learning and achievement** by placing Sports Colleges at the centre of the School Sport Partnership infrastructure, many schools are using PE and sport to raise standards in English, maths and science as well as improve behaviour, attendance and aspirations.
- 3. Enabling every young person to enjoy competition and providing support to the most talented** - work with National Governing Bodies and schools to widen the opportunity for young people to compete within, and between, schools and putting intra-competition back at the heart of schools.
- 4. Developing a new generation of coaches working in schools** - deliver training and support across all School Sport Partnerships in coach management and deployment. This equips schools with the knowledge and understanding needed to source high-quality coaches and deploy them both in sport and more widely across other areas of the school.
- 5. Connecting school and club sport** - work with schools and National Governing Bodies to establish new clubs on schools sites, not only addressing accessibility issues for young people (cost, location and culture), but also helping to 'open up' schools to their local community and providing access to potentially under-used facilities.
- 6. Supporting the development of young leaders and volunteers** in partnership with a number of cities across England who host major sporting events to recruit volunteers from local schools. We have also developed a network of 14-19 year old Young Ambassadors who advocate the benefits of sport and health to their peers.

AUSTRALIAN SCHOOL VISIT:

1. Maribyrnong Sports Academy, Melbourne.

The College was established in 1958 but has gone through significant change in recent years. In 2005 the school commenced its "Specialist Sport Program" with selective entry for talented sports students. Enrolments have grown: in 2007 there were 56 Specialist Sport students from a total school enrolment of 380; in 2010 there were 450 students involved in the sports program from a total school enrolment of 900. Several sports receive a major focus: AFL Football, Basketball,

Soccer, Swimming and Tennis. The School has extensive partnerships with the Western Bulldogs, Victorian Institute of Sport, Australian Institute of Sport and Victoria University.

The sports specialism approach at Maribyrnong is quite different from the UK examples. While the school certainly focuses on each student's academic, athletic and personal development it is mostly concerned with high performance sport and assisting individuals become elite athletes.

Within its programme (which is extremely well resourced), Maribyrnong attract and appoint a diverse group of specialist staff which include not just teachers but coaches, mentors, fitness professionals, performance analysts, physiotherapists, sports psychologists and dieticians. The development of an "athlete friendly" culture at the college is a key feature and as a consequence all staff within the campus happily accept the rationale for which the sports college exists.

The college is also well served by external partnerships that take an interest in the school. Partners include – the Victorian government, Department of Education, the Victorian Institute of Sport, Victoria University, Western Bulldogs and numerous State and National Sporting Organisations all have some involvement in supporting the college and its students.

While many schools have developed specialist sport programs from within their own resources, the Maribyrnong College project has attracted significant state government investment for 'state of the art' facilities and program staffing.

SPORT in EDUCATION : a Sport NZ Project.

In January 2013, NZ adopted a kiwi version of sports specialism and invited applications from any school in the country to express an interest. The pilot programme was officially launched at that time and will continue for 3-4 years.

The Sport in Education Project (SIEP) in NZ has been informed by research overseas and particularly that from sports specialist schools in the UK.

It has also been largely informed by a report commissioned by Sport NZ and completed by NZCER 'Key messages about change in schools'. This has ensured that the best practices to create, embed and sustain change in schools are central to project processes. Key characteristics include a balance of well supported 'top down and bottom up' approaches, designed to provide opportunities and time for schools and teachers to learn together, debate ideas, and shape directions in their own classes (eg through teacher action research inquiries).

A variety of resources and levels of support and leadership are targeted at different stages of SIEP. Resourcing includes funding to provide a full-time teacher and, in recognition of the varying needs and approaches of each school, they have flexibility in the way in which they choose to use this funding to meet the requirements and ensure the outcomes of the project.

Each school was required to appoint a dedicated SIEP leader as both the in-school driver and the liaison point for all matters regarding the SIEP project.

Schools were selected by application from across NZ. Criteria included:

- Student achievement

- Attendance
- Behavioural expectations
- School leadership
- Ethnic composition
- Sporting profile
- Type of school

Expressions of interest were received from 42 schools, with the criteria then used to form a shortlist. On site visits were then made to the shortlisted schools to finalise the successful selection which included:

Aotea College, Wellington, Hillmorton High, Christchurch, Howick College, Auckland, Kaikorai Valley College, Dunedin, Papakura High School, Auckland, Queen's High School, Dunedin, Tauranga Boys' College, Tauranga, and Te Kuiti High School, Te Kuiti.

There are 5 key work streams for which each school is working towards.

1. **Sport and Curriculum:** Maths, English and PE teaching and assessment resources developed using sport as a context, Professional development for teachers
2. **Student Leadership:** Curriculum-aligned leadership programme – eg Growing Coaches, Leadership Through League, Practical coaching experience with primary and secondary students
3. **Secondary-Primary Connections:** Professional development support for primary teachers in PE, Enhanced intra-school sports programmes in primary schools
4. **School Values and Culture:** Utilising the values of sport inside the school, Storytelling, Heroes, Role models, Sports imagery
5. **Community Links:** Improved facility utilisation, Club connections and support, Sports councils

CONCLUSIONS:

There is an increasing level of overseas evidence that is strongly suggesting that sport can play a significant role in increasing student achievement and lift standards across a school organization. The schools that I visited continue to show value added through sport and despite some negative funding changes, schools continue to prosper. What was clearly evident is that with the right personnel and commitment, schools could enjoy massive gains not just in academic achievement but in wider community as well. What seemed to be changing was school culture.

- 500 secondary schools across the UK, supported by YST that use Sport & PE as a specialism to;
- Drive Whole School Improvement (Raising Standards, academic & behaviour). Sports Colleges have recorded the fastest rates of academic improvement of all UK schools for the past 4 years.
 - Engage students in learning
 - Work with partner schools (secondary and primary) to improve outcomes for young people

- Engage wider community groups & support community cohesion
- Adopt the Olympic & Paralympic values to challenge young people in all curriculum areas to engage in learning – Friendship, Respect, Excellence, Determination, Inspiration, Courage, Equality
- Address the interface between primary and secondary schools including the drop off in sport & the drop off in Volunteerism

Sport in Education is about using the power of sport to help address the academic and social challenges facing secondary schools. In NZ we have a golden opportunity to take advantage of this lever and to effect change particularly for students who do not experience educational success. The NZ government and Ministry of Education have identified gaps and has collective aspiration to achieve some very ambitious but achievable better public service educational targets. The Sport in Education Project is no silver bullet but is a major strategy for improving student engagement for the majority of kids that 'get sport'.

NZ kids like sport and they understand how the things they learn through sport can be used to help in other areas of their lives. The Values and Key Competencies of the NZ Curriculum are readily and directly aligned to those that can be learned from sport.

We know from research, overseas experience, and most importantly from the results Sport in Education is already achieving, that sport is a great way to engage with students, and students learn best when they're engaged and motivated.

ERO has noted in a 2013 the positive influence of Sport in Education on students' learning resulting in high levels of engagement, opportunities for student leadership and extended interactions with contributing schools.

Schools are reporting that their students are really embracing the leadership aspect of Sport in Education. They're improving their leadership skills which are obviously transferrable from the sports field, to class, to life. Although the initial curriculum focus is on Maths, English and PE, lots of interest has already been expressed from other subjects - science and media studies in particular.

***"Pressing the right buttons so that students are motivated to learn is often the key and that's where the Sport in Education initiative can make a real difference."
— Hon Murray McCully, Minister for Sport and Recreation***