



# Estyn

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Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

## Progress in implementing the Physical Education and School Sport Action Plan

May 2008



BUDDSODDWR MEWN POBL  
INVESTOR IN PEOPLE



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- ▲ youth and community work training;
- ▲ LAs;
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<b>Contents</b>	<b>Page</b>
<b>Introduction</b>	<b>1</b>
<b>Background</b>	<b>3</b>
<b>Main findings</b>	<b>5</b>
<b>Recommendations</b>	<b>8</b>
<b>Implementing the recommendations of previous reports</b>	<b>9</b>
<b>Progress in the different focus areas of the initiative</b>	<b>11</b>
Standards in physical education in development centre schools	11
Development of pupils' personal and social skills	13
Transition from key stage 2 to key stage 3	15
Continuing professional development and mentoring	17
Roll-out phase of the initiative	19
Sustainability of the initiative	20
Management of the initiative	22
Specialist projects	25
<b>Appendix 1: The PESS Action Plan for Wales (published 2001)</b>	
<b>Appendix 2: Models for PESS partnerships</b>	
<b>Glossary</b>	



## Introduction

- 1 The purpose of this report is to respond to the request from the Welsh Assembly Government, in the Minister's annual remit to Estyn in 2007-2008, to evaluate progress in implementing the Physical Education and School Sport (PESS) Action Plan. The initiative was introduced in 2001 in response to the action plan from the PESS task force (see Appendix 1 for a summary).
- 2 The evaluation is undertaken in the context of the Welsh Assembly Government's vision for a healthier and better educated country, expressed in 'One Wales: A progressive agenda for the government of Wales'<sup>1</sup>. The remit specifically supports the Welsh Assembly Government's Learning Country programme, including the drive to:
  - ensure better transition between primary and secondary schools; and
  - provide stronger support for practitioners, including induction and early professional development.
- 3 The evaluation considers the different focus areas of the PESS initiative. These are:
  - standards in physical education in development centre schools;
  - development of pupils' personal and social skills;
  - transition from key stage 2 to key stage 3;
  - continuing professional development and mentoring;
  - roll-out phase of the initiative;
  - sustainability of the initiative;
  - management of the initiative; and
  - specialist projects.
- 4 The remit builds on three previous reports on the progress made in the implementation of the PESS Action Plan. These are:
  - 1 *'PE and School Sport Initiative – Progress in the implementation in Development Centre schools in Wales 2004-2005'*;
  - 2 *'An in depth look at the progress made in the implementation of the PESS Action Plan' – 2006; and*
  - 3 *'Progress made in the implementation of the PE and School Sport Action Plan in schools' – March 2007.*

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<sup>1</sup> 'One Wales – A progressive agenda for the government of Wales' (Welsh Assembly Government, June 2007)

These reports can be found on the Estyn website at: [www.estyn.gsi.gov.uk](http://www.estyn.gsi.gov.uk)

5 The report draws on an evidence base from Estyn's school inspection reports from September 2005 to December 2007, lesson observations in 13 primary schools and 14 key stage 3 lessons and meetings and discussions with:

- PESS co-ordinators (see glossary) from 11 local authorities;
- local managers of 19 PESS centres;
- specialist physical education lecturers from three initial teacher training institutions;
- advisers with responsibility for physical education in five local authorities (LAs);
- officers from the Sports Council for Wales; and
- PESS specialists appointed to support development centres and develop the specialist projects of the initiative.

## Background

- 6 The PESS initiative has a number of strands. These are:
- raising standards in physical education in the curriculum;
  - making sure that initial teacher education and training gives trainees the necessary confidence, knowledge, skills and understanding to teach physical education;
  - establishing accredited continuing professional development (CPD) programmes in physical education for all teachers; and
  - establishing curriculum development centres (see Appendix 2) and making sure they work together for the identification and development of good practice in physical education and school sport.
- 7 There has also been a focus on improving facilities that has centred on initiatives funded by the Big Lottery. Most of the work to improve standards takes place in and through the PESS development centres (see Appendix 2). A number of specialist projects complement and extend this work by producing teaching and learning resources. Work on initial teacher training is led by specialist advisers from within higher education institutions and the professional development strand is led by the Sports Council for Wales. All the strands are inter-dependent.
- 8 During the course of the first seven years of the PESS initiative, inspectors have visited and evaluated progress in development centres at least twice in each local authority in Wales and three times in most local authorities.
- 9 Initially, the Welsh Assembly Government funded a pilot programme of 18 development centres across Wales. Development centres involve partnerships between a secondary school and its feeder primary schools. Other partners may include post-16 education providers or leisure centres. The nature of each development centre is determined by local and regional needs, interests and specialisms. Appropriate partners are chosen by the local authority to complement the local authority's existing plans.
- 10 The key purpose of a development centre is to identify, strengthen and develop good practice in physical education and school sport. Sports Council for Wales PESS managers expect centres to develop innovative approaches to delivering the curriculum, using facilities and developing staff. The centres should contribute to the raising of standards throughout Wales by sharing information and good practice with schools that are not currently members of development centres.
- 11 Since the PESS initiative began in 2001, the Sports Council for Wales has provided support for all local authorities in Wales in establishing 161 PESS partnerships across Wales. There are currently 73 full development centres. A further 26 development centres are no longer receiving full funding but remain committed to sustaining good work and continuing to develop as a cluster of schools. Many of these 'sustainable

partnerships' (see Appendix 2) still receive free training and support from PESS co-ordinators and specialists. A majority of centres have received small amounts of funding, most commonly for one year, to complete elements of their strategic plans or to maintain the partnership meetings. More recently, as part of a planned roll-out phase of the initiative to all schools in Wales, local authorities have established 61 'focused centres' (see Appendix 2). These centres receive a limited amount of funding to support a focused operational plan that is addressing one or two aspects of learning and assessment in physical education.

- 12 The Welsh Assembly Government continues to fund the initiative, and has advised Sports Council for Wales managers to roll out the initiative to all schools in Wales as soon as possible. The Sports Council for Wales is planning with local authorities and PESS co-ordinators to achieve this by 2009.

## Main findings

- 13 The PESS initiative continues to make very good progress towards meeting all the key recommendations of the action plan for Wales, published in 2001 (see appendix 1). This report identifies many examples of good practice that will be helpful for the schools involved in working to develop the action plan.

### Standards

- 14 Standards in physical education have improved in almost all schools that have been involved with the initiative for some time. Standards are improving very quickly in the primary schools in the newer development centres.
- 15 In primary schools, in about 40% of lessons observed, standards were good with outstanding features (grade 1), most commonly in gymnastics and dance. By contrast, in all the primary schools inspected by Estyn from September 2005 to the end of December 2007, only 5% of physical education classes were judged to be at grade 1. Pupils are also developing their key skills better because teachers plan learning activities that encourage them to be independent learners, to adopt roles as leaders and analyse and evaluate the quality of their own work and that of others. Pupils are also acquiring a much greater awareness of personal health and well-being and of the importance of regular physical activity.
- 16 In about 86% of key stage 3 lessons observed for this remit in secondary schools, standards were good (grade 2) or better, and there were outstanding features (grade 1) in about 14% of the lessons. In all secondary schools inspected by Estyn from September 2005 to December 2007, 71% of key stage 3 physical education classes were good (grade 2) or better and only 3% of classes were judged to be at grade 1. There is greater consistency in standards because most pupils in a class have had common learning experiences in their primary schools.
- 17 Generally, however, it is too early for all of the benefits of the initiative to have fed through fully to key stage 3. In a majority of key stage 3 classes observed, while several pupils showed very good standards in their work, a minority had a less well-established knowledge and appreciation of key themes and principles. In many classes, especially in Year 8, it is difficult to identify just how much impact PESS has had to date. This is partly because high-quality mentoring in primary schools has only developed and become embedded in the last two years. In a few cases, secondary physical education teachers do not plan well enough or challenge pupils to achieve high standards.

### Development of pupils' personal and social skills

- 18 Many of these headteachers interviewed reported that PESS had contributed to significant improvements in pupils' attitudes and behaviour. Often, this is as a result of the leadership opportunities PESS provides.

## **Transition**

- 19 Work on the key stage 2 and 3 transition has been one of the most successful strands of the PESS initiative. This work has had a considerable impact on the quality of teaching and learning across partnership schools. Where it is most effective, cluster schools have co-operated to develop schemes of work that provide common learning experiences in feeder primary schools and good opportunities for progression at key stage 3.
- 20 In a few development centres, primary schools provide secondary schools with individual profiles that clearly indicate pupils' progress in physical education. These profiles help teachers to monitor and track pupils' progress more accurately. However, this is not common practice.
- 21 Liaison between PESS co-ordinators, 5x60<sup>2</sup> (see glossary) and Dragon Sport<sup>3</sup> (see glossary) officers is developing very well. Officers leading these initiatives in each local authority work closely together to plan and co-ordinate their work and to ensure that each initiative supports and complements the work of the others.

## **Continuing professional development and mentoring**

- 22 The Sports Council for Wales, in association with local authorities and initial teacher training institutions, provides an extensive training programme for teachers, both through central and school-based in-service training. Large numbers of teachers have benefited from these courses.
- 23 There is good evidence that, even when direct funding has ceased, there is a legacy of enormous benefits for the schools involved. The most apparent long-term benefit and sustainable aspect of the initiative has been the improvement in the quality of teaching in primary schools. Many primary teachers consider that they have improved their knowledge and understanding of physical education and developed better, more structured teaching strategies, some of which transfer well into other areas of the curriculum. This is because these teachers have benefited from effective mentoring arrangements, the production of very good teaching and learning resources and the wide range of courses that have been organised for them. Most primary teachers are increasingly confident in teaching particular aspects of physical education such as gymnastics and dance and more aware of the standards they can expect pupils to achieve.

## **Roll-out phase and sustainability of the initiative**

- 24 Almost all local authorities visited have produced appropriate and well-staged plans to roll out the initiative to all schools within the authority by 2009. In the best cases, local authorities adopt a flexible approach to allocating funds. In these authorities, officers determine the exact level of funding on the basis of the size of the partnership, the quality of their initial self-evaluation and the nature and likely impact of the proposed projects.

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<sup>2</sup> 5x60 is a new programme managed by the Sports Council for Wales that aims to get secondary school pupils in Wales to be more active.

<sup>3</sup> Dragon Sport is a programme managed by the Sports Council for Wales that introduces 7-11 year olds to a range of sports outside school PE lessons.

- 25 Once funding has ended, partnership working is most successful where there is a clear commitment and desire from those within the cluster of schools to access the available opportunities. There is also at least one person in each cluster who recognises the benefits from continued partnership work and is prepared to commit time and energy to drive the initiative in that cluster and this motivates others to join in.

### **Management**

- 26 In most local authorities, key strategic planning documents indicate an increasing recognition of the extent to which PESS is central to the authorities' key priorities. In most local authorities, PESS is well-managed within the education directorate.
- 27 Increasingly, as part of a quality assurance process, PESS specialists provide helpful evaluations of the quality of the initiative and its impact in individual local authorities for education officers and Sports Council Wales managers. In the best cases, physical education advisers also carry out detailed annual reviews of each centre. These reviews confirm standards and identify areas for improvement in each school.
- 28 The Sports Council for Wales management of the initiative continues to develop well. Communication and relationships with senior officers in local authorities across Wales are positive and contribute well to the progress and impact of the initiative. Training for PESS co-ordinators is increasingly effective and well-organised.
- 29 In a small minority of schools, PESS is less successful. In these schools:
- headteachers have not been pro-active enough in identifying how they can support the initiative from the range of alternative funding available;
  - there has not been effective mentoring to ensure that continuity and progression arrangements from one year group to the next class are secure; and
  - a few secondary teachers are not as fully committed to the initiative as their primary partners.

### **Specialist projects**

- 30 The work of the specialist projects is progressing well. Development groups in the four areas of dance, gymnastics, health-related exercise (see glossary) and information and communications technology (ICT) have produced comprehensive teaching and learning resources, some of which are outstanding. At present, the consultants are revising the resources to take account of the revisions to the school curriculum and assessment arrangements to be implemented from September 2008 (see glossary – Wales Curriculum 2008). These resources have been very well-received by teachers, advisers and higher education institutions. In the case of gymnastics, they have already had a significant impact on pupils' standards. The impact of the work of the specialist projects, in dance and gymnastics for instance, will be sustainable after the life of funding for PESS because there are now many trainers and mentors across Wales who can continue to support schools in the future.

## Recommendations

31 In order to sustain and develop the impact of the initiative on standards in physical education:

**the Welsh Assembly Government should:**

- R1 consider how best to sustain the good practice and impact of the initiative; and
- R2 consider how best to promote and make available in other areas of the United Kingdom the teaching and learning resources produced by PESS;

**local authorities should:**

- R3 work with their specialists to monitor more accurately the impact of the initiative on pupils' standards;
- R4 ensure that the allocation of funding in the roll-out stage is directly aligned to effective self-evaluation and a clear commitment to the initiative;
- R5 support schools to develop creative approaches to ensure the sustainability of the initiative where funding has ended, and monitor progress;
- R6 take steps to identify and develop potential development centre managers who have the capacity to drive initiatives through; and
- R7 ensure that there is an appropriate focus in all partnerships on developing common assessment strategies;

**the Sports Council for Wales should:**

- R8 where appropriate, continue to adapt and refine the resources that have already been produced to take account of the requirements of the Foundation Phase; and
- R9 establish suitable arrangements for quality assuring and evaluating the impact of the work of all specialist projects to ensure that the resources are used to best effect; and

**PESS schools should:**

- R10 consult widely to consider how best they can further extend the impact of the initiative from the range of alternative funding available;
- R11 consider how to develop self-assessment models so that pupils can produce personal physical education profiles that they can take with them to secondary schools; and
- R12 make appropriate arrangements to ensure the best possible provision for all pupils.

## Implementing the recommendations of previous reports

- 32 In most cases, the relevant bodies have addressed the recommendations of the previous report well. The specific actions each partner has taken are set out below.

### **The Welsh Assembly Government**

- 33 A small number of PESS consultants were invited to contribute to the review of the National Curriculum so that good practice from PESS informed the review of the school curriculum and the production of resources and guidance for schools. PESS consultants leading specialist projects are taking appropriate steps to develop, refine and adapt resources to take account of the revisions to the school curriculum and assessment arrangements that will be implemented from September 2008. In particular, consultants are making references to developing skills more explicit and ensuring compatibility with the requirements for the Foundation Phase.

### **Local education authorities**

- 34 Most local authorities manage and support the work of their PESS co-ordinators well. In most cases, there are clear line-management structures and PESS co-ordinators regularly discuss aspects of their work with senior officers. Most local authorities have established effective systems to oversee PESS co-ordinators' work and assist them in promoting and rolling out the initiative. Where there is a physical education adviser, these arrangements are particularly strong.
- 35 Local authorities actively encourage schools to continue funding the initiative. In many cases, they provide additional funds to support further projects and sustain the work of clusters. For example, often schools have been able to access Better Schools Funding to support transition projects. In a few cases, local authorities have made a commitment to continue funding all centres as long as possible.

### **The Sports Council for Wales**

- 36 Liaison between PESS and the Active Young People's (AYP) programme (see glossary for more information) is developing well. Officers leading the initiatives that comprise the programme are co-operating well to produce staged schedules by which all clusters will be fully incorporated into all three strands of the programme. The focus of PESS has remained very firmly on curriculum aspects. In many cases, there are very good arrangements to follow up and support particular PESS projects with related extra-curricular activities organised by Dragon Sport or 5x60.
- 37 An additional six PESS co-ordinators have been appointed to support the initiative in the largest authorities where there are more schools and the workload associated with the roll-out of the programme will be greater. At present, PESS co-ordinators consider that the workload is manageable. The Sports Council for Wales will need to continue to monitor this aspect carefully as the roll-out of the programme progresses.

### **Development centre schools**

- 38 Most development centre schools now include reference to PESS activities in their school improvement plans.
- 39 Most primary schools support the initiative by finding additional funding, for example, to send more than one teacher on a training course. Several of the more imaginative and committed centres have obtained funding allocated to community-focused initiatives, transition grants, and to support inclusion. Other centres have applied to the General Teaching Council for Wales to obtain funding to support specific projects or to sustain partnership activities.
- 40 Most primary schools are supporting non-specialist teachers well to develop their expertise in teaching physical education. They are doing this by funding their attendance on PESS courses or, in the best cases, through effective internal mentoring. In many schools visited, a high proportion of teachers have benefited from attending at least one PESS course. In the lessons observed, the impact of this work is evident through the generally good or very good quality of teaching and the much greater levels of confidence most teachers display.

## Progress in the different focus areas of the initiative

### Standards in physical education in development centre schools

- 41 Standards in physical education have improved in almost all schools that have been involved with the initiative for some time and are improving very quickly in primary schools in the newer development centre schools.
- 42 In most primary schools, the quality of pupils' work is much improved. In about 40% of lessons observed, most commonly in gymnastics and dance, standards were good with outstanding features (grade 1). This figure contrasts with the figure for all the primary schools inspected by Estyn from September 2005 to December 2007, where only 5% of physical education classes were judged to be at grade 1.
- 43 In secondary schools, in about 86% of key stage 3 lessons observed in secondary schools, standards were good (grade 2) or better and there were outstanding features (grade 1) in about 14% of the lessons. This contrasts with all the secondary schools inspected by Estyn from September 2005 to the end of 2007. During this period, 71% of key stage 3 physical education classes were good (grade 2) or better and only 3% of classes were judged to be at grade 1.
- 44 In schools where standards in physical education have improved, pupils of all ages:
- plan and focus well on performance;
  - understand, appreciate and describe the factors that contribute to good work;
  - observe others' work accurately and make sensible and sensitive suggestions for further improvement;
  - know about the physical, social and mental benefits of physical activity; and
  - can explain the importance and benefits of exercise to a healthy lifestyle.
- 45 The following case study illustrates the outstanding standards that reception class pupils achieve in gymnastics in one school in south Wales.

### Case study 1

**Context:** A primary school of about 260 pupils aged 4 to 11 years that serves a residential area in south Wales.

**Action:** This case study illustrates the outstanding standards that a reception class of 20 pupils achieve in gymnastics. The focus of the lesson is on building a vocabulary of movement and skills. The teacher makes excellent use of PESS resources, pupil demonstrations and well-targeted questions to explain what is good and show pupils how to improve the quality of their work. There are outstanding features in the standards pupils achieve and in the quality of teaching.

**Outcomes:** In this reception class, pupils:

- recall and use subject specific language appropriately;
- are familiar with and demonstrate body-schooling activities showing very good body tension and extension;
- talk about the effects of exercise on the body;
- describe particular types of movement appropriately;
- accurately explain the good features of their partners' work and suggest how they might improve; and
- put together a sequence of four movements with very good flow and quality.

- 46 In most development centres in secondary schools, many Year 7 pupils show higher standards of performance in activities, such as dance and gymnastics, than previously. There is greater consistency in standards because most pupils in a class have had common learning experiences in their primary schools.
- 47 Development centre managers and secondary specialist teachers, in discussions with inspectors, confirm inspectors' judgements from lesson observations about improved standards. Teachers report that they are able to move pupils through planned schemes of work more quickly than before because they have a clearer understanding of the standards pupils achieve in primary classes and no longer need to spend time establishing basic skills.
- 48 In a minority of secondary schools, teachers have revised key stage 3 schemes of work, most commonly in gymnastics, to take account of pupils' generally higher standards of performance and understanding.
- 49 However, there is less evidence of outstanding features in key stage 3 classes. In a majority of classes observed, while several pupils showed very good standards in their work, a minority had a less well-established knowledge and appreciation of key themes and principles. In many classes, especially in Year 8, it is difficult to identify just how much impact PESS has had to date. Generally it is too early for all of the

benefits of the initiative to have fed through fully to key stage 3 because high-quality mentoring in primary schools has only developed and become embedded in the last two years. As a result, older groups of pupils in key stage 3 classes have not always had common learning experiences in their primary schools.

- 50 The limited progress pupils make in a few key stage 3 classes is also because, in certain activities, a few secondary physical education teachers do not plan well enough or challenge pupils to achieve high standards. In these lessons, teaching is not as effective as in many lessons taught by primary colleagues who have benefited dramatically from PESS mentoring.

### **Good practice**

In development centres with the best practice, the following features are evident:

- higher expectations of pupils of all ages, resulting in higher standards of performance in activities, such as dance and gymnastics, than previously;
- greater consistency in standards in Year 7 classes because most pupils in a class have had common learning experiences in their primary schools and secondary teachers are able to build on the improved transition arrangements;
- good key skills development, in particular independent learning skills, planning and decision-making, and ability to analyse and evaluate the quality of pupils' own work and that of others; and
- revisions to key stage 3 schemes of work, most commonly in gymnastics, to take account of pupils' generally higher standards of performance and understanding.

### **Development of pupils' personal and social skills**

- 51 Pupils are developing their personal and social skills better through the PESS initiative because teachers plan learning activities that encourage them to be independent learners, adopt roles as leaders and analyse and evaluate the quality of their own work and that of others.
- 52 Many headteachers interviewed consider that PESS has contributed to significant improvements in pupils' behaviour and attitudes to school. They report that pupils work together better in a range of activities in physical education and outside the subject and pupils are also developing a much greater awareness and understanding of personal health and well-being and of the importance of regular physical activity.
- 53 A very successful strand of the initiative has focused on developing pupils' leadership skills. Many primary schools have trained older pupils as playground leaders. The pupils act as 'buddies' and oversee playground activities from the 'In the Zone' (see glossary) resource materials for teachers. In some cases, pupils have developed a fair-play charter that is based on respect for others. Pupils develop their personal and social skills well through this work.

- 54 The case study below illustrates how one school has developed an integrated approach to developing pupils' personal and social skills as well as increasing the opportunities for pupils to improve their basic movement and fitness skills.

### Case study 2

**Context:** A large community primary school of about 375 pupils aged 4 to 11 years that serves a residential district in a town in north Wales.

**Strategy:** At an initial planning meeting of the development centre, the secondary school identified the need for greater emphasis on basic movement and fitness skills in the primary schools. Three feeder primary schools saw playground activities as a way to address this shortcoming while also linking directly to their 'Healthy Schools' policies.

**Action:** The school developed a very successful playground games training programme. The initiative is a particularly good example of a joined-up approach that successfully tackles several priorities. The school involved pupils in revising its behaviour policy and linked the policy to the training of playground 'buddies'.

**Outcomes:** The introduction of 'In the Zone' playground activities has had a significant positive impact on pupils' behaviour at break and lunchtimes and there are now fewer recorded incidents of bad behaviour. The introduction and pupils' organisation of 'In the Zone' playground activities has contributed to the development of pupils' personal, social and leadership skills while at the same time helping pupils to improve their basic movement and fitness skills.

Among the wider benefits to this project are the opportunities pupils have for an extra hour of active play each day.

- 55 In many secondary schools, there has been an increasing emphasis on promoting and organising a range of leadership courses for mainly key stage 4 and key stage 5 pupils. These courses include the Junior Sports Leaders' Award (JSLA), Community Sports Leaders' Award (CSLA), Dance Leaders' Award and various Dragon Sport Leaders' courses. Approximately half of all partnership secondary schools offer the JSLA or CSLA as part of their programme. In many centres, these students have made a valuable contribution to organising sports festivals or by visiting primary schools to assist teachers running multi-activity clubs.

### Good practice

In development centres with the best practice, the following features are evident:

- improvements in behaviour, ability to work with others and attitudes to school;
- better personal, leadership and social skills through, for example, pupils' work as 'buddies' in organising 'In the Zone' playground activities and through their involvement in a range of sports leaders' courses and activities; and
- a much greater awareness and understanding of personal health and well-being and of the importance of regular physical activity.

<b>Transition from key stage 2 to key stage 3</b>
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- 56 The work on transition continues to be one of the most successful strands of the PESS initiative. In most cases, transition links are stronger and more secure.
- 57 Professional relationships between primary and secondary teachers are more firmly established and mutually respectful. This work has had a considerable impact on the quality of teaching and learning across partnership schools. Where it is most effective, transition arrangements have been enhanced through:
- joint working to develop schemes of work for physical education activities, such as gymnastics, dance, health-related exercise and outdoor and adventurous activities, in feeder primary schools;
  - agreement between all partners about common physical education policies and expectations; and
  - Year 7 teachers not needing to waste time establishing procedures and practices that pupils already clearly understand.
- 58 Where transition is planned well, many pupils say that they feel more confident about transferring to secondary school because they are more familiar with secondary teachers, who have often taught these pupils as part of their mentoring work, and the physical education facilities.
- 59 The following case study illustrates how one development centre has successfully used additional funding to develop curriculum content in all partner schools and support transition arrangements.

### Case study 3

**Context:** A development centre that is based on a comprehensive school of about 1,250 pupils aged 11 to 18 years that serves a semi-rural and surrounding small towns and districts in north Wales. There are six primary or infant schools in the cluster.

**Strategy:** The development centre has successfully used additional funding to develop curriculum content in all partner schools and improve transition arrangements.

**Actions:** The development centre obtained Better Schools Funding for a project designed to support transition. This project involved a particular focus on orienteering. The development centre also used PESS funding to map out courses at all of the feeder primary schools and also to organise an orienteering course for teachers.

**Outcomes:** In a lesson for Year 5 and Year 6 pupils, in one of the primary schools in the cluster, teachers had effectively planned different tasks to suit the ability of particular groups of pupils. They gave the pupils good opportunities to develop their decision-making and thinking skills. Teachers encouraged pupils to reflect on their performance and suggest how they could improve, for example, by achieving faster times through better route choice, more precise navigation and greater accuracy in finding the control points.

The physical education co-ordinator attended the orienteering training and has been mentoring the class teacher very effectively. As part of the initiative, pupils will have the opportunity to visit other feeder schools to tackle different courses and the secondary school is developing a programme for key stage 3 pupils that will extend their knowledge and understanding of orienteering.

To further develop this focus on outdoor and adventurous activities, the local authority has included orienteering as one of the activities in a festival of youth sport it is organising later on in 2008.

- 60 In a few development centres, primary schools provide secondary schools with individual profiles that clearly indicate pupils' progress in physical education. These profiles help teachers to monitor and track pupils' progress more accurately. However, this is not common practice.
- 61 As part of future plans, staff in several primary schools intend to develop more structured pupil peer and self-evaluation models. Using information and communications technology resources, pupils will develop personal profiles that they can take with them to secondary schools. However, it is unlikely that the full impact of such approaches to improved assessment will feed through to secondary schools for at least two years.
- 62 Many headteachers consider the PESS transition model to be particularly effective. In many schools throughout Wales, headteachers have asked physical education

teachers to explain to other staff how PESS has been used to support transition so that other departments might plan to develop similar approaches.

### **Good practice**

In development centres with the best practice, the following features are evident:

- common physical education policies and expectations across all partner schools;
- well-planned transition arrangements that contribute to better continuity and progression; and
- individual profiles from primary schools to secondary schools that clearly indicate pupils' progress in physical education and help teachers to monitor and track pupils' progress more accurately.

### **Continuing professional development and mentoring**

- 63 The Sports Council for Wales, in association with local authorities and initial teacher training institutions, provides an extensive training programme for teachers, both through central and school-based in-service training. Large numbers of teachers have benefited from these courses.
- 64 In some areas, there has been good co-operation between local authorities so that teachers have been able to attend courses organised in other local authorities. Where this has happened, local authorities have liaised closely to organise different courses rather than duplicate them, so that there can be economies of scale and a wider choice.
- 65 In most cases, primary school teachers benefit considerably from the mentoring work of specialist teachers, often from partner secondary schools. In most cases, the mentor and class teacher plan a programme that includes some demonstration lessons taught by the mentor, some team teaching and some lessons where the mentor observes the class teacher in action. In a significant majority of cases, primary school teachers are able to observe very good practice and the mentoring process is an increasingly effective model to enhance teachers' competence. However, a very small number of secondary physical education teachers are not skilled enough in a particular area of activity to be fully effective in mentoring primary teachers.
- 66 Local authorities are increasingly encouraging more primary teachers to train as mentors since these teachers often have a better understanding of the distinct needs of non-specialist teachers in their schools and are more familiar with effective teaching approaches in primary schools.
- 67 In schools where mentoring is most effective, headteachers make appropriate arrangements for teachers to pass on good practice and provide continuity in pupils' learning experiences. On a small minority of occasions, there has been less effective dissemination of effective teaching approaches. This has meant that arrangements to ensure continuity and progression from one year group, where the teacher has

been mentored, to the next class, where the teacher has not been mentored, are not secure.

- 68 As a result of mentoring arrangements, the wide range of courses that have been organised and the production of very good teaching and learning resources, most primary teachers consider that they have improved their knowledge and understanding of physical education and developed better, more structured teaching strategies. Several teachers also report that they have successfully transferred new teaching skills into other areas of the curriculum.
- 69 Most primary teachers are increasingly confident in teaching particular aspects of physical education such as gymnastics and dance and more aware of the standards they can expect pupils to achieve. They are also more confident in applying the end-of-key-stage levels and, consequently, are more secure in assessing pupils' standards and progress.
- 70 In most lessons observed, in common with all subjects across the curriculum, teachers are developing assessment for learning and focusing on it increasingly in their lesson planning. Where this happens, pupils have frequent opportunities for self-assessment and peer evaluation.

### **Good practice**

In local authorities and development centres with the best practice, the following features are evident:

- close liaison between local authority officers to organise different courses, avoid duplication and make arrangements for teachers to attend courses organised in other local authorities;
- encouragement from local authorities for more primary teachers to train as mentors since these teachers often have a better understanding of the distinct needs of non-specialist teachers in their schools and are more familiar with effective teaching approaches in primary schools;
- an effective model of mentoring to enhance teachers' competence where mentors are first class practitioners and primary school teachers are able to observe very good practice;
- as part of effective mentoring strategies, appropriate arrangements for teachers to pass on good practice and ensure there is continuity in pupils' learning experiences;
- through effective mentoring work, higher expectations of pupils because teachers are more aware of the standards they can achieve; and
- assessment for learning as a natural feature of every lesson, positive and structured feedback to pupils and frequent opportunities for self-assessment and peer evaluation.

### Roll-out phase of the initiative

- 71 Almost all local authorities visited have produced appropriate and well-staged plans for the roll-out phase of the initiative to all schools within the authority by 2009.
- 72 In almost all cases, cluster groups in each local authority will operate either as full development centres or focused partnerships (see Appendix 2). This will enable them to support a focused strategic and operational plan that addresses one or two aspects of teaching, learning and assessment in physical education over a two year period. Some local authorities are planning that neighbouring centres will come on-line at the same time to facilitate co-operation between the centres and more effective planning of joint training.
- 73 In the best cases, local authorities adopt a flexible approach to allocating funds. In these authorities, officers determine the exact level of funding on the basis of the size of the partnership, the quality of the self-evaluation and the nature and likely impact of the proposed projects.
- 74 Effective self-evaluation is a critical factor in ensuring that schools monitor the impact of their work and plan for continuous improvement. Appropriately, local authorities require centres to determine their priorities by means of structured self-evaluation. Generally local authorities will not commit funding until partnership schools have completed a suitable self-evaluation and determined and agreed priorities.
- 75 PESS has provided development centre schools with detailed guidance to carry out self-evaluation and has also provided very good examples of effective self-evaluation to help schools. Most schools have found this guidance and the focus on self-evaluation extremely valuable as a means to review provision, establish priorities and raise standards.
- 76 In planning for the later stages of a broader roll-out of the initiative, many local authorities have planned to include early pilot centres, most commonly to support teachers' professional development or as part of a focused or sustained partnership. This is because these authorities recognise that the quality and impact of the initiative in those centres was, to some extent, restricted because teachers in these centres did not receive the high-quality teaching and learning resources that are now available or attend the associated training courses.

### **Good practice**

In local authorities with the best practice, the following features are evident:

- a more flexible approach to allocating funding that takes into account the size of the partnership, the quality of the self-evaluation and the nature and likely impact of proposed projects;
- planning for neighbouring centres to come on-line at the same time to facilitate co-operation between the centres and more effective planning of joint training; and
- inclusion of early pilot centres in the later stages of the roll-out phase, most commonly to support teachers' professional development or as part of a focused or sustained partnership.

### **Sustainability of the initiative**

- 77 Many headteachers express concerns that the immense benefits of the initiative will be diminished when funding stops. However, there is good evidence that, even when direct funding has ceased, there is a legacy of enormous benefits for the schools involved.
- 78 The prospects for long-term sustainability are much enhanced by the greater profile that PESS has given to physical education particularly in primary schools. In a few secondary schools, however, the profile of PESS is not as high as it should be. These schools are not as fully committed to the initiative as their primary partners.
- 79 In the majority of primary schools involved in the initiative, headteachers make sure that pupils receive a minimum of two hours' timetabled physical education each week. However, there are relatively few schools where Year 9 and key stage 4 pupils receive a minimum of two hours' timetabled physical education each week. Secondary headteachers find it very difficult to meet this aspiration because of many other competing demands for curriculum time.
- 80 In all cases where sustained activities are successful, teachers in clusters of schools have a clear commitment and desire to access the available opportunities. For example, all schools are committed to at least one specific project. In these centres, there is at least one person who recognises the benefits from continued partnership work and is prepared to commit time and energy to drive the initiative in that cluster and that motivates others to join in. In particular, but not exclusively, secondary teachers, all of whom have competing demands on their time, recognise that the benefits of ongoing collaboration are worthwhile. In the best cases, local authorities are devising suitable strategies to encourage and assist clusters of schools to maintain a pro-active approach.
- 81 Identifying suitable centre managers with a firm commitment to the initiative and the determination to drive through planned projects is critical to the success of the initiative in both the short term and as a sustainable model. One local authority in

north Wales took a strategic decision that all centre managers should be based in primary schools. The primary focus of these managers has contributed significantly to the success of these partnerships and to the very effective sharing of good practice within the cluster and across clusters.

- 82 The most apparent long-term benefit and sustainable aspect of the initiative has been the improvement in the quality of teaching in primary schools and the consequently higher standards that pupils in these schools are achieving. In addition, the impact of the work of the specialist projects such as dance and gymnastics will be sustainable after the life of funding for PESS because there will be many trainers and mentors across Wales who can support schools, as and when required.
- 83 In several secondary schools, pupils have benefited from a broadening of the curriculum, for example, through more extensive opportunities to take part in outdoor and adventurous activities. These activities are often successful in engaging pupils who do not enjoy more traditional games.
- 84 In several schools that are no longer receiving PESS funding, there are good examples of sustained activity. In one centre that no longer receives funding, primary school pupils have been invited to attend after-school gymnastics and dance sessions at the cluster secondary school. At these sessions, primary class teachers receive mentoring support. As part of its support for this activity, the local authority has agreed to fund transport costs.
- 85 In several centres, there has been an increase in sharing of facilities particularly when organising festivals or tournaments and as a means of improving access, for example, to swimming facilities. However, schools find difficulty in planning arrangements for sharing facilities carefully or consistently enough. This is, to some extent, due to pressures within secondary schools for access to these facilities but also due to the constraints posed by the time and cost of transporting primary pupils to other venues.
- 86 Most primary schools are supporting the initiative by finding additional funding, for example, to send more than one teacher on training courses. In several secondary schools, headteachers are finding the necessary funding for supply cover for mentors because they have a positive view about the benefits of the arrangements.
- 87 In several local authorities, clusters have received some further funding, usually for one year, to support a specific project or to enable them to work collaboratively. To some extent, this extra support reflects the local authorities' recognition that earlier centres did not benefit from the same levels of teaching and learning resources and training as later centres. This funding is usually designed to ensure that teachers from these centres can still access courses and receive the same resources as all other centres in addition to facilitating further mentoring support. One local authority in Wales intends to continue funding all centres 'as long as it can'. This authority believes the benefits that have come from PESS are now so embedded in the authority's and school plans that they will sustain themselves.

- 88 In many schools, where funding has ceased, headteachers and physical education teachers do not consider enough the available options for maintaining the momentum of the initiative. Where this is the case, there is limited evidence of new projects being initiated.

### **Good practice**

In local authorities and development centres with the best practice, the following features are evident:

- further funding from local authorities, usually for one year, to support a specific project or to enable partner schools to continue to work collaboratively;
- additional funding from headteachers to send more than one primary teacher on training courses and to support the initiative;
- funding for supply cover so that specialist secondary teachers can continue to provide occasional mentoring support in primary schools;
- after-school teaching and mentoring sessions in specific activities for primary pupils and their teachers organised by development centre managers;
- effective centre managers, often teachers in primary schools, who show a firm commitment to the initiative, understand the particular needs of the cluster schools and possess the determination to drive through planned projects; and
- a clear commitment from teachers to sustain collaboration and recognition of the benefits from continued partnership work.

### **Management of the initiative**

#### **Active Young People**

- 89 Liaison between PESS co-ordinators, Dragon Sport and 5x60 officers is developing very well. Officers leading these initiatives in each local authority have met together to plan and co-ordinate their work and to ensure that each initiative supports and complements the work of the others. In each local authority, PESS co-ordinators, Dragon Sport and 5x60 officers have mapped out a staged schedule by which all clusters will be fully incorporated into all three strands of the programme. In most cases, local authorities are giving all schools support in at least one area immediately.
- 90 There is increasingly effective liaison between PESS and local authority sports development officers to co-ordinate course planning and promote sports clubs, tournaments and festivals. Improved partnership working and effective liaison between PESS and local authority sports development officers are contributing to a growing range of extra-curricular activities in many schools.

- 91 In many centres, there has been close liaison between PESS initiatives and the healthy schools scheme (see glossary).

### **Local authorities**

- 92 In most local authorities, key strategic planning documents indicate an increasing recognition of the extent to which PESS is central to the authorities' key priorities. One local authority in Wales considers absenteeism to be a community issue and one of its major barriers to improvement and regeneration. This is evident at school level in very poor attendance figures. The authority has identified tackling this barrier as a long-term key strategic priority and is seeking to encourage a better 'activity and fitness culture' in the whole population. It recognises that PESS can play a central role in encouraging pupils to enjoy and succeed in physical education.
- 93 In most local authorities, PESS is well-managed within the education directorate. This, together with close liaison with the physical education adviser, where such an adviser is in post, helps to give clear educational direction in the management of the initiative. PESS co-ordinators benefit significantly from gaining familiarity with broader educational initiatives such as those to improve literacy and transition and appreciate the wider contribution that PESS makes to learning across the curriculum.
- 94 The presence of a physical education adviser to oversee the initiative and provide immediate support for PESS co-ordinators and development centre managers is of immense benefit. For example, the involvement of a physical education adviser in initial development centre meetings, where priorities are agreed, strengthens the process considerably.
- 95 A minority of local authorities are allocating additional funding, for example, to extend the roll-out and sustain the initiative in all schools or to buy in extra advisory support. However this is not a common approach. Many local authorities have been reluctant to commit additional funds unless all schools can be seen to be benefiting from the initiative. Most local authorities encourage schools to use other resources such as funding allocated to community-focused initiatives, transition grants, inclusion funding, or to apply for General Teaching Council for Wales funding to support specific PESS projects.
- 96 Many local authorities would like to know what funding from the Welsh Assembly Government will look like in the medium and long term.
- 97 Increasingly, as part of a quality assurance process, PESS specialists provide helpful evaluations of the quality of the initiative and its impact in individual local authorities for education officers and Sports Council Wales managers. In four local authorities, the advisory service carries out detailed annual reviews of each centre. These reviews promote the profile of PESS, associate the initiative with broader strategic objectives, confirm standards and identify areas for improvement in each school. In addition, where reviews identify good practice, the physical education adviser promotes this aspect of work through local authority training days and conferences. However, this type of assessment model is not common practice.

### **Good practice**

In local authorities with the best practice, the following features are evident:

- encouragement from local authority for schools to use other resources such as funding allocated to community-focused initiatives, transition grants, inclusion funding, or to apply for General Teaching Council for Wales funding to support specific PESS projects; and
- regular reviews by physical education advisers of the work of development centres that confirm standards as a whole, identify areas for improvement in each school, help raise the profile of PESS and which can lead to further training days and conferences.

### **Sports Council for Wales**

- 98 Sports Council for Wales management of the initiative continues to develop well. Communication and relationships with senior officers in local authorities across Wales remain positive.
- 99 Training for PESS co-ordinators is increasingly effective and well-organised. PESS co-ordinators consider that training events are generally well-structured and often of very good quality. They value the emphasis on the practical aspects of their work and the opportunity to be acquainted with relevant educational initiatives such as the Foundation Phase. PESS co-ordinators value the AYP induction training that provided them with a great deal of helpful information about the work of AYP officers (Dragon Sport and 5x60 officers) and provided good opportunities to work with AYP officers to co-ordinate the roll-out of all aspects of the AYP and PESS programmes.
- 100 In planning training, Sports Council for Wales officers are increasingly examining all possible approaches to provide a range of activities and workshops that best meets the diverse needs of all PESS co-ordinators. At the most recent annual conference, a range of alternative workshops was organised to meet the differing needs both of experienced and recently appointed PESS co-ordinators. PESS co-ordinators who have wide-ranging backgrounds in terms of qualifications, expertise and previous employment welcomed this approach. However, arrangements to ensure that all newly appointed PESS co-ordinators receive a suitably extensive induction programme before commencing their work are less comprehensive.
- 101 Most PESS co-ordinators particularly value regional training sessions, which they generally consider to be very productive, since they have greater control over the content and programme.

## Specialist projects

### Gymnastics

- 102 The gymnastics development group has produced excellent resources in the form of two interactive CD Roms for key stage 1 and younger key stage 2 pupils. The resources and associated training have been extremely well-received by teachers, advisers and higher education institutions. The resources have had a significant impact on pupils' standards. Approximately 25 people have been trained as tutors for modules 1 and 2 but plans for all initial teacher training institutions in Wales to incorporate module 1 as part of all primary teachers' programmes have been dropped due to the limited time available to train intending teachers in physical education.
- 103 The group is currently completing its work to produce similar resources for older key stage 2 and key stage 3 pupils. All four modules have a similar structure including video clips of pupils demonstrating end-of-unit sequences that exemplify good quality performance, examples of body-schooling activities and helpful teaching points and suggested lesson plans, with supporting teaching resources.
- 104 All of the materials can be downloaded and are very easy to use. Modules 3 and 4 include well-designed learning approaches to support pupils' progress through a more skills-based continuum. Module 4 will incorporate a broader range of specialist modules, such as sports acrobatics, which will also be appropriate for many key stage 4 groups and link well to gymnastics leadership courses. All of the modules are currently being refined to ensure they are fully compatible with the revised National Curriculum Subject Order and the requirements for the Foundation Phase.

### Dance

- 105 Since the PESS initiative began, more than half of all centres' plans have included a focus on developing teachers' expertise in dance. A number of local organisations and personnel with specialist knowledge have provided training courses of often high quality while consultants and teachers from within a number of development centres have produced easy-to-use resources such as an interactive CD Rom.
- 106 The focus of the dance project has been to develop a high quality teaching resource that draws together and builds upon the best features of earlier materials. The interactive CD Rom is of exceptional quality and has been particularly well-received during the piloting process. It focuses on establishing pupils' vocabulary about movement and basic actions and ways in which pupils can develop and combine these actions to create and refine dances.
- 107 All of the material can be downloaded and is presented in a 'display-friendly' format so that pupils as well as teachers can access it. This will encourage pupils to take responsibility for their learning by selecting the route/s they wish to follow when choreographing their own dances.

### **Information and communications technology (ICT)**

- 108 The focus of the ICT project has been to develop suitable software that will be relevant to schools across the age ranges. The resource is designed to link the physical education curriculum with the ICT curriculum and the skills framework. In this way, pupils and teachers should be able to co-ordinate their work in physical education with work in other subjects of the curriculum as well as key skills. There is also scope to develop work in personal and social education to do with health and well-being. The software has been designed to provide a tool for assessment for learning and be as useful for teachers as for learners.
- 109 In piloting the resource, schools in three local authorities have used the software to allow pupils to develop their planning and evaluating skills through analysis of performance. They have also worked on developing pupil profiles of performance that include video evidence, written analysis and targets for improvement. Some of the comments on Year 7 and Year 8 profiles are very detailed and contain very thoughtful analysis that is well beyond what might normally be expected of pupils at this age.
- 110 The resource has outstanding potential. The most valuable impact of the resource is that it motivates pupils to improve their performance. By using images of themselves, pupils have been able to observe and analyse their own performance much more accurately and therefore set more meaningful targets for improvement.
- 111 At present, the project's consultant is carrying out an evaluation of the piloting process to identify how the strands of the resource might be refined and improved. Following this, mentors will work with clusters of schools to provide specific and relevant support to answer their particular needs.

### **Health-related exercise**

- 112 The health-related exercise development group has benefited from extensive consultation and piloting activities in developing extremely high-quality and comprehensive resources. These resources focus directly on improving pupils' learning and understanding of health and well-being issues. The two interactive CD Roms are designed to support delivery of health-related exercise in primary and secondary schools. The material is consistent with the health-related exercise requirements of the National Curriculum including related science and personal and social education requirements. The work of this group builds very successfully on the strong emphasis in the National Curriculum on health, fitness and well-being activities.
- 113 The resources include a comprehensive and well-designed series of progressive tasks, related to different areas of physical education, that address specific health-related exercise learning outcomes. There is a very clear focus on the social, mental and physical benefits of exercise and a healthy lifestyle. Interactive pupil booklets and worksheets are downloadable and extremely well-produced.
- 114 All tutors have been trained to deliver courses and mentor teachers using the resources. Teachers have found the training very helpful and consider the resources to be particularly valuable although some have indicated that they would have liked to receive these somewhat earlier.

- 115 At present, the resources are being revised to take account of the revisions to the school curriculum and assessment arrangements from September 2008, in particular to make more explicit references to developing skills and to ensure compatibility with the requirements for the Foundation Phase.

### **Conclusion**

- 116 This evaluation of the progress in implementing the PESS action plan identifies many examples of good practice. However, more remains to be done to raise standards in physical education in all schools in Wales. It is an expectation that the good practice identified in this report can support further development of this initiative and contribute to raising standards further.

## Appendix 1

### The PESS Action Plan for Wales (published 2001)

#### Summary of key recommendations

- (1) Raise standards in physical education by making sure that all schools:
  - manage the subject effectively within the whole school curriculum;
  - set challenging targets for raising standards in physical education and school sport;
  - provide enough curriculum time to teach the requirements of the National Curriculum for physical education in all key stages;
  - develop young peoples physical skills from one year to the next; and
  - improve their understanding of the importance of health and fitness.
- (2) Make sure that Initial Teacher Education and Training gives trainees the necessary confidence, knowledge, skills and understanding to teach physical education.
- (3) Raise standards in physical education and school sport by establishing accredited continuing professional development (CPD) programmes for all teachers.
- (4) Improve the quality of accommodation and resources for physical education in all schools in Wales.
- (5) Support schools in Wales to extend opportunities for school sport beyond the school day by improving the quality and the breadth of after school activities for all young people whatever their age, ability, ethnicity, gender or geographical location.
- (6) Establish Curriculum Development Centres (CDCs) and make sure they work together for the identification and development of good practice in physical education and school sport.

## Appendix 2

### Models for PESS partnerships

A PESS partnership will involve a cluster of schools. Normally this will be based on one secondary school and its main feeder primary schools. A flexible range of partnership models exists, which include other appropriate agencies who can contribute to the work of the partnership, such as tertiary colleges, further and higher education institutions, leisure centres, special educational needs providers, youth and community service providers.

**Development centres** are clusters of schools that are receiving full funding (between £7,000 and £12,000) to write and implement strategic and operational plans based on physical education self-reviews that cover a variety of aspects of teaching, learning and assessment in physical education. This type of partnership will continue to test new and innovative ideas, methods and resources. Professional development opportunities are designed specifically to meet the needs of the staff in the partnership schools. These partnerships will also be involved in designing the content and structures of the PESS specialist projects.

**Sustainable partnerships** are clusters of schools that either receive a small amount of funding (less than £2,000) or no funding, but are continuing to work collaboratively to ensure the delivery of consistent high-quality physical education. These partnerships may continue to benefit from the support of the local authority contact, PESS co-ordinator or PESS consultant. Sustainable partnerships may also continue to be involved in PESS specialist projects and to benefit from the PESS continuing professional development opportunities and resources.

**Focused centres** are clusters of schools that receive a limited amount of funding (£2-6,000) to support a focused strategic and operational plan which addresses one or two of the aspects of teaching, learning and assessment in physical education that have been identified through the physical education self-review process. These partnerships will concentrate more on implementing good practice than on testing new ideas and practices. The partnership schools will have PESS courses organised in line with their operational plans.

**Professional development partnerships** are clusters of schools accessing professional development opportunities and resources through local, regional or national programmes. In addition, these schools may receive support from the line manager, PESS co-ordinator and PESS consultant. Access to good-practice case studies and resources will also be made available to these schools.

## Glossary

**5x60** – a new programme managed by the Sports Council for Wales. Its aim is to get secondary school pupils in Wales to be more active. Over the next three years, the Welsh Assembly Government will invest £7.6 million in the scheme. The 5x60 project was piloted in eight schools in 2006.

**Active Young People (AYP)** – an umbrella term that includes Dragon Sport, the PESS initiative and the 5x60 initiative

**ADEW** – the association of directors of education in Wales. Every local authority is represented on this body, which meets to discuss issues and agree responses and strategies.

**Dragon Sport** – a programme managed by the Sports Council for Wales and funded by the lottery that increases participation in partnership with communities and volunteers. Dragon Sport introduces 7-11 year olds to a range of sports outside school physical education lessons and gives them opportunities to feed into and progress through sports development programmes in clubs and the community.

**GTCW** – the General Teaching Council for Wales is the statutory self-regulating professional body for the teaching profession in Wales. It aims to contribute to improving standards of teaching and the quality of learning and to maintain and improve standards of professional conduct amongst teachers.

**Health-related exercise** – health-related exercise refers to the knowledge, understanding, skills and attitudes considered to be essential for the promotion of an active lifestyle. In the Wales Curriculum 2008, health-related exercise programmes have been replaced by health, fitness and well-being activities across all key stages to reflect an integrated, broader, practical emphasis within each programme of study. Health, fitness and well-being activities are non-competitive forms of exercise, such as jogging, circuit work, skipping, swimming and yoga, that are chosen for what they contribute to general health, fitness goals and feelings.

**In the Zone** – an initiative launched in 2005 by the Sports Council for Wales. School grounds are split into activity zones as part of a plan to encourage playground games, counteract boredom, reduce bullying and increase exercise and learning. Midday supervisors are trained to manage 'In the Zone' activities and older pupils take responsibility for managing equipment and looking after younger children.

**PESS co-ordinators** – PESS co-ordinators are appointed by local authorities to manage the initiative working in partnership with the Sports Council for Wales in each local authority. A PESS co-ordinator's role is to establish development centres within the local authority and to support development centre managers in organising and implementing their operational plans and disseminating good practice.

**Welsh network of healthy school schemes** – the Welsh network of healthy school schemes (WNHSS) encourages the development of local healthy school schemes

within a national framework. These local partnerships between health and education services encourage health-promoting schools in their area.

Healthy school co-ordinators help schools identify what they need to do to become healthier, and then help them carry out relevant actions.

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**Wales Curriculum 2008** – The Welsh Assembly Government intends that, from 2008, there should exist in Wales:

- a single coherent framework for curriculum, assessment and qualifications 3-19 which will help schools to raise standards of achievement and widen educational opportunity; and
- a set of revised Subject Orders which are manageable and reflect whole curriculum characteristics and those of each key stage.

The agenda for the development of this revised curriculum and assessment framework for Wales is based on the Minister's acceptance of the key recommendations in ACCAC's *Review of the school curriculum and assessment arrangements 5-16: A Report to the Welsh Assembly Government April 2004*.

The aim of this review was to establish a curriculum for the twenty-first century that meets the needs of individual learners whilst taking account of the broader needs of Wales.

To help achieve this, the revisions to the Orders support the Welsh Assembly Government's aim to ensure that the revised curriculum promotes an approach that is more learner-centered and skills-focused, builds on the Foundation Phase and links effectively with the 14-19 Learning Pathways programme, and continues to deliver a distinctive curriculum that is appropriate for Wales.

Final versions of the Subject Orders are now available.