

## **Contents**

Foreword

Acknowledgments

1.0 Introduction

2.0 The benefits of community sport and arts on school and education sites

3.0 How to do it well – key principles and where to find guidance

### **Appendices**

A Who's who – a guide

B The legislative and policy context

C Key programmes

D References

E Glossary

## **Chair's foreword**

**I am delighted to introduce 'The Win Win Scenario', which will encourage education policy makers and practitioners in England to open up schools, colleges and universities to the public to take part in community sport and the arts.**

This tool provides practical guidance and best practise on how to develop and deliver opportunities for both community sport and the arts on education sites. This remains a largely untapped resource for local communities, despite the fact that unprecedented investment is going into education sites across England.

At Sport England, we believe that making facilities on education sites accessible to local people is vital if we are going to achieve our ambition of getting two million people doing more sport by 2012.

This publication has been developed following extensive consultation with education providers, local education authorities and the sports and arts sectors. Thank you to all those who have contributed. We are confident that it will be a practical tool which brings lasting benefits to the schools, colleges, universities and the local communities which they serve.

**Derek Mapp**  
**Chair, Sport England**



# **Acknowledgments**

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# 1.0 Introduction

**Welcome**

**What we mean by 'community sport and arts'**

**The benefits to schools and colleges**

**How to use this guide**

**How to keep up to date**

## Welcome

This guide is intended for schools and colleges. It is also aimed at a range of local authority officers and extended schools advisers working on the roll out and legacy of programmes such as Building Schools for the Future (BSF), and at the new BSF Stakeholder Groups for PE & Sport, specialist groups at local authority level who will be working on BSF projects.

**The document is not meant to be read from cover to cover, rather as a reference toolkit from which just the relevant sections can be used. It aims to highlight the benefits of community use and also how to create and provide it successfully.**

This guidance shows how a collaborative approach between schools, colleges and outside agencies to extending access to sport and arts on education sites to the whole community:

- Has direct educational benefits,
- Helps achieve 'Every Child Matters' (ECM) Outcomes,
- Helps deliver the extended schools core offer,
- Has community benefits,
- Attracts mainstream DCSF and external funding, and
- Helps develop better facilities.

Capital funding from BSF, from the Learning and Skills Council (LSC) and from the new Primary Capital Programme (PCP) will help to provide modern, high quality community sport and arts facilities in schools and colleges. Schools, local authorities and other agencies planning together to combine school use with opportunities for the whole community can further improve and extend the facilities for individual schools – with capital and revenue funding from non-DCSF sources – so that both schools and the whole community get the best: a win-win scenario.

The guidance then highlights the key principles underpinning the successful planning, development and delivery of community sport and arts facilities on school and education sites. The principles are illustrated by case studies and backed up by practical tips. **The aim is not to cover everything in detail – this is an introduction not an encyclopaedia.** Instead the guidance signposts you to the detailed, up-to-date guidance and practical help (literature and websites) on planning, financing, implementing, sustaining and evaluating the success of your community sport and arts facilities and services.



## What we mean by 'community sport and arts'

When education, sport and arts professionals use the word 'community' and talk of 'community sport and arts opportunities' they sometimes mean two quite different things –

- Sometimes the community is seen primarily as the pupils of a secondary school's 'feeder' primary schools, plus their parents and siblings;
- Sometimes the community is seen as the whole community who live or work in the school's catchment area, including those who have no specific relationship with the school.

In sport, the development of the PE, School Sport and Club Links (PESSCL) strategy including Specialist Sports Colleges and the School Sport Partnerships (SSP) programme has greatly strengthened school sport links between secondary schools and their feeder schools. It is still early days for the SSP programme and, quite rightly, this is the focus of their work. There are increasing links with sports clubs but, in general, the programme does not prioritize sport opportunities for the whole community. The priorities are similar for Specialist Arts Colleges as they develop their community strategies.

However, this guidance takes as its starting point the latter definition of 'community' – everyone living or working within the catchment area of a school or education site whether or not they have any connection with the school.

We also take a wide definition for both sport and arts.

Sport includes not just the traditional sports (e.g. football, rugby, hockey, netball, basketball, athletics, tennis, table tennis and swimming), but also informal sport and recreation (e.g. cycling, walking, frisbee), adventurous sports (e.g. BMX, blading/boarding, climbing), martial arts and fitness related activities (e.g. fitness circuits, indoor rowing, dance exercise, yoga).

The arts include performing arts (e.g. music, dance, drama, carnival), visual arts, craft and design (e.g. drawing, painting, ceramics, sculpture and textiles), literature (e.g. poetry, scriptwriting, storytelling), media and multimedia (e.g. photography, film, video, computer arts, games design, live art), new art forms and emerging cultural activity.



## The benefits to schools and colleges

There are many good reasons why schools and colleges should collaborate both with each other and outside agencies to ensure the sport and arts facilities on their sites provide opportunities for the whole community.

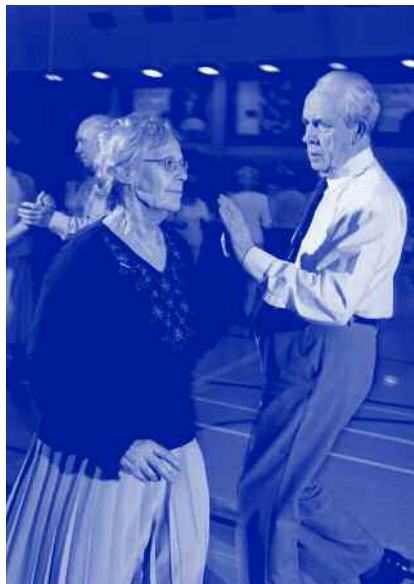
### **Increasing educational attainment; improving attendance and attitudes; engaging pupils at risk; providing opportunities for school staff.**

Evidence from large-scale educational studies shows that offering a varied menu of activities – of whatever kind, not just sport and arts – in schools ‘after hours’ and involving the community helps increase pupils’ educational attainment.

Ofsted inspections of the Specialist Schools and Academies with a focus on Sport or the Arts and of the School Sport Partnerships programme have been positive: they help increase educational attainment.

Providing high quality facilities for PE and sport have also been found to raise attainment. Independent evaluations of the UK wide Big Lottery Fund investment programme New Opportunities in PE and Sport (NOPES), have shown consistently evidence of increased average standards of attainment in PE (and in attendance at PE lessons) since these new sports facilities opened.

As the NOPES evaluation notes, improving attendances and attitudes goes hand in hand with these increases in educational attainment.



“By developing a whole community ethos to education, it improves results. And that’s the business we’re in.”

(Nic Fiddaman, Headteacher, Woodlands Primary School, in Inspiring Active Minds and Bodies, Space for Sport and Arts DVD Evaluation, 2005).

The attraction of sport and arts programmes, the different learning environment, the examples of peer and adult role models – these all help to engage pupils at risk.

The additional sport, fitness and arts facilities can help retain school staff; and, working with sport and arts professionals, increases teachers’ confidence and skills and provides valuable professional development.

### **Achieving ‘Every Child Matters’ outcomes**

Every Child Matters aims to ensure that every child and young person has the opportunity to fulfil his or her potential. It has five outcomes for children and young people – be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being. Schools and colleges are major partners in achieving these outcomes. Developing sport and arts opportunities for the whole community will help them achieve many of the Public Service Agreement (PSA) national targets which underpin Every Child Matters.

### **Delivering the extended services ‘core offer’ in Schools**

At the heart of ‘Every Child Matters’, the Government expects that, by 2010, all schools will be providing access to a core range of services and activities to meet the needs of children, their families and the wider community. Many schools will develop the core offer by working in partnership with existing local private or voluntary sector providers or by building on existing links with other local schools and working as a cluster. As part of the core offer, schools will be offering access to a varied menu of activities, which might include sport and/or arts and creative activities. Where a school has facilities suitable for use by the wider community (such as sports facilities, playing fields, art studios), it should look to open these up to meet wider community needs in response to an assessment of local demand.

### **Community benefits**

The community directly benefits in being able to access more and better facilities for sport and arts. Community usage goes up: the NOPES evaluation shows community use of school sports facilities doubling. Increasing participation results in improvements in public health including child obesity (one of the Government’s PSA targets). Education sites – in particular where sport and arts facilities and youth centres are provided – are a key setting for delivery of Positive Activities for Young People. This, in turn, helps towards the Government’s Youth Matters outcomes. All unitary and county authorities now have a statutory duty to work towards a National Standard to provide access to all young people of two hours a week of sporting activity and two - three hours of other constructive activities in clubs, youth groups and classes). Opportunities for volunteering, for gaining sport and arts qualifications, for casual and sessional work and using these transferable skills improves the economic vitality of the community. The school benefits, over time, as the higher regard of the community is reflected in increasing numbers of prospective parents wanting to enrol their children at the school.

### **Attracting more funding**

Significant funding, both capital and revenue, is available from mainstream DCSF funding streams. On top of this, developing a whole community approach to sport and arts opportunities opens up a range of other sources of funding particularly where projects clearly contribute to achieving Government PSA targets and link to specific agendas such as Youth Matters and Healthy Schools.

### **Developing better facilities**

For some local authorities, saddled with old, high-cost sport and arts facilities, the current capital investment in education sites provides a real opportunity to replace their sport and arts estate. If, in two-tier local authority areas, district/borough councils plan strategically with their county councils and, in unitary authorities, cultural and children’s services work together, capital receipts from these existing facilities will help build modern, high quality sport and arts facilities in schools and colleges, with some of the local authority’s revenue funding supporting community use. Result? Better sport and arts facilities and services than schools could provide on their own; better facilities for the community; and management by leisure specialists experienced in working with the community. A true win-win situation!

## How to use this guidance

Different people will seek different things from the guidance. Some will have limited knowledge of the community sport and arts sectors and how they operate. Others will have a good understanding. Some will be tasked with developing and building the new facilities as part of a BSF programme. Others will need to know more about delivering high quality community sport and arts programmes. Some may be wary of opening up school and college sport and arts facilities. Others will be enthusiastic but unsure how to proceed.

As a general rule, this guidance is not intended to be read straight through from cover to cover, but dipped into and used as a reference resource.

### Need more evidence about the benefits?

If you are uncertain about the benefits of community sport and arts, turn to Section Two – The Benefits of Community Sport and Arts on School and Education Sites for an overview of the evidence.

### Concerned about the impact of community sport and arts on education responsibilities?

A common concern is that the time and effort required to open the school for community access and opportunities may divert attention away from the core business of the school – providing high quality education for its pupils. Turn to Section Three, How to do it Well, for discussions of specific issues, key principles and signposts to detailed guidance.

### Need advice on a specific issue?

Convinced of the benefits, but don't know who to talk to about a specific issue e.g. how to set up a booking system, how to deal with VAT, or how to manage and staff the community hours while ensuring the facilities make an operating surplus? Turn to the discussions of these issues in Section Three. If what you are looking for is not here, the 'Who's Who guide' (Appendix A) will help you identify the best people to contact and the most useful websites.

### Want a quick refresher on who does what in sport and the arts, the latest government guidance, or relevant sport and arts programmes and initiatives?

Go straight to the relevant Appendix.



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## How to keep up to date

There are frequent changes in both the education and community sport/arts sectors. New guidance material and case studies are being documented and posted on websites all the time. Links to the BSF-Culture site will be placed on the websites of Sport England's partner organisations – DCMS, DCSF, ACE, Pfs, YST and BIG.

A limited number of hard copies are available from Sport England Publications (details below). The ring-binder format allows you to add updates and your own reference materials and notes.

Download copies are available at [www.bsf-culture.co.uk](http://www.bsf-culture.co.uk) and [www.sportengland.org](http://www.sportengland.org). BSF-Culture works on behalf of Sport England, Arts Council England and Yorkshire Culture in promoting good practice in extended services for sport and arts in schools under the 'Building Schools for the Future' investment programme. BSF-Culture intends to maintain an 'update' section on its website, possibly linked to a Free Email-Alert for registered subscribers.



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# **Educational benefits**

## Direct educational benefits

### Increasing educational attainment

Why does a whole community approach to education help to increase attainment?

We are only in the foothills of our understanding of learning, yet we know that it is a social activity, shaped by interaction between parents, teachers and peers. We know that offering children a varied menu of activities outside the core teaching hours is a significant complement to classroom teaching. This is what research studies and evaluations tell us.

### University of Strathclyde and the Prince's Trust National Evaluation

This major study, tracking 10,000 Key Stage 3 and 4 pupils in 53 inner city schools over three years, showed that pupils participating in a varied menu of study support activities out-of-hours, compared with similar pupils who did not participate, attained, as an average improvement, three and a half grades more across all their GCSE results or one better A\*-C grade in their best 5 results. (The Impact of Study Support, DfES, 2001)

### Evaluation of the PESSCL Strategy (Ofsted 2005/06)

Ofsted inspectors found that, "Almost all pupils in the primary schools visited were achieving at or above the nationally expected standard in most aspects of PE."

### Know The Score – A Collection of Evidence to Support the Impact of the Sports College Network (for the Youth Sport Trust 2006)

This analysis of a number of independent studies found that for secondary schools in School Sport Partnerships, "Over half of pupils (54%) were successful in gaining 5 good GCSEs (5 or more grades A\*-C) in 2006. This has been on a positive upward trend and in the last year alone has risen by 5 percentage points. This rate of this improvement has been higher in specialist sports colleges when compared to other specialisms and the rise seen in the national average. All cohorts of sports colleges have seen improvements in their GCSE performance since becoming designated as a specialist sports college. The longer a sports college is designated the bigger the increase they see in their GCSE performance."

## case study: Woodlands Primary School, Medway

(from *Inspiring Active Minds and Bodies, Space for Sport and Arts DVD Evaluation, 2005*)

Woodlands Primary School received funding from the Space for Sport and Arts lottery programme and has opened up its arts facilities (dance studios, recording studio, conference facilities, theatre, etc) to the whole community. Headteacher, Nic Fiddaman, says, "Most schools can't push their children any harder. You can't give them any more booster sessions. You can't actually give them any more hours of English, Maths and Science. It's impossible. What you have to do is develop the whole community to appreciate education...It's a straight correlation to the quality of the results [the pupils are] achieving in the core subjects. So by developing a whole community ethos to education, it improves results. And that's the business we're in."

To find out more, go to [www.woodlands.medway.sch.uk](http://www.woodlands.medway.sch.uk)



## case study: Marion Richardson Primary School, Tower Hamlets

(from *The Guardian, February 2007*):

About 100 children, including 20 infants, attend one of the gymnastics clubs run by the school before and after the school day. Gymnastics has not only improved pupils' fitness, it has transformed their performance in lessons, too. The gym club was launched shortly after Key Stage 2 SATS tests were introduced in primary schools in 1995. Since then, results have improved out of all recognition. The headteacher, John Ridgley, says the school was "right at the bottom" of the league tables, with just 21% getting scores at the expected level 4 or above at key stage 2. "Now 89% do," he adds proudly. This is remarkable, given that 80% of the children are of Bangladeshi origin (educational attainment among those from Bangladeshi backgrounds is below the national average) and that the school is situated in the poorest ward in the poorest borough in the country.

To find out more, go to [www.marionrichardson.towerhamlets.sch.uk](http://www.marionrichardson.towerhamlets.sch.uk)



## Educational Outcomes and Value Added by Specialist Schools (for the Specialist Schools and Academies Trust 2006)

This 2006 analysis of specialist schools and colleges found that schools with an arts specialism achieved on aggregate a 'value-added' percentage score of +0.7% compared to -2.7% for non-specialist schools.

It is not just offering a varied menu of out-of-hours activities with study support that helps to increase educational attainment. While both the PESSCL Strategy and Arts Council England's Strategy for Children, Young People and the Arts involve work in schools during and outside the curriculum, their remits are wider – with links to sports clubs and arts organisations. Plus, there is a wealth of 'anecdotal' evidence from schools that have adopted a community ethos that it really works.

### Improving attitudes and attendance

Alongside increased educational attainment come increased pupil motivation, self-esteem and behavioural improvement. To quote from the Strathclyde University and The Prince's Trust research: "More individual focus on Maths, for example, could increase attainment but it was less obvious at first sight why joining a chess club or starting up a rock group could also raise Maths attainment. The answer is that what pupils achieve in school is powerfully mediated by engagement and attitude. Where there are opportunities to develop new interests, to become good at something, to connect socially with peers and adults, self efficacy, hope and aspiration are enhanced... Those forms of Study Support that prove most successful pay attention to the physical, social and task environments to produce congenial and stimulating places in which to learn with friends. So in a climate where learning takes precedence over teaching and pressures of discipline are replaced, the rewards of collegiality and new modes of relating to teachers and other staff are formed." (Study Support Makes a Difference, John MacBeath, Professor of Educational Leadership, University of Cambridge in Study Support, a National Framework for Extending Learning Opportunities, DfES 2006)

Ofsted's 2005/06 evaluation of PESSCL and SSPs replicated the Strathclyde findings. The programme encouraged primary pupils with learning difficulties and disabilities to take part in all lessons, promoting leadership opportunities in secondary schools, and helping to reduce inappropriate behaviour. Overall, "Schools (primary and secondary) reported that the improved provision had helped to motivate pupils, raise their self-esteem and contribute to their personal development." Evaluation of the PESSCL Strategy (Ofsted 2005/06)

'Know the Score' reached similar conclusions on the impact of sports colleges on pupils' personal and social development: "Sports colleges are using the positive personal values of sport to instil confidence and raise self-esteem among young people, leading to increases in educational attainment." Know The Score – A Collection of Evidence to Support the Impact of the Sports College Network (Youth Sport Trust, January 2006)

Evaluation of a pilot of The Arts Award, a new national arts award with three levels (Bronze, Silver and Gold) that gives young people aged 11 to 25 recognition of their individual achievement in the arts, found:

- "9 in 10 young people agreed that their ability to work with others had improved considerably
- 4 in 5 said their self-confidence had improved considerably
- 3 in 5 agreed that their ability to take a leading role had improved considerably." The young people's Arts Award pilot, (Arts Council England, January 2006)

Playing for Success (DfES, 2002, 2004) also found significant improvements in terms of more positive attitudes, self-image of pupils and independent study skills.

All these structured sport and arts initiatives are successful because, in the words of Professor MacBeath, they "pay attention to the physical, social and task environments to produce congenial and stimulating places in which to learn with friends."

As well as increasing educational attainment, extended sport and arts programmes also help schools address one of the Public Service Agreement (PSA) indicators for schools and Children and Young People's Services: "Half days missed through absence".

## case study: South Wirral High School

Mark gained his Silver Arts Award at the school and has gone on to secure a college place to study music technology. His new skills have also provided employment as a technician for the school one day a week. 'The Arts Award has given me experience and confidence, which has helped me get into the college of my choice', says Mark.

To find out more, go to  
[www.artsaward.org.uk](http://www.artsaward.org.uk)

## Engaging pupils at risk

Extended opportunities in schools for sport and arts improve learning environments. They are popular with children. They are fun. They help children express themselves, develop wider interests and skills and find activities they both enjoy and are good at. The evidence shows that, with the involvement of the wider community and the examples of peer and adult role models, sport and arts programmes also help schools to engage more effectively with pupils who have poor attendance records, with low achievers and with hard-to-reach groups.

The Know the Score evaluation commented specifically on the programme's efficacy in tackling inclusion and re-engaging those at risk:

*"The specialism has been used to tackle issues of inclusion and to re-engage those at risk of becoming disengaged. Innovative approaches to tackling inclusion are being developed."*

Know The Score – A Collection of Evidence to Support the Impact of the Sports College Network (Youth Sport Trust, January 2006)

It also headlines the benefits of the programme to children with learning difficulties and disabilities, encouraging them to join in all lessons and activities.

Helping children and young people at risk is vital for their sakes and for their families. Crime, in particular youth crime, is also often perceived as the most important issue for many communities: helping to reduce youth crime through extended schools benefits the community. Plus, head for head, much greater public resources is spent (through both education and youth justice system funding) on the relatively few individuals at risk than for the great majority of their peers. Relatively small resources devoted to structured, long-term sport and arts interventions in this area is money well spent.

## case study: St Paul's Community Sports Academy, Bristol

This major Sports Academy opened by Tessa Sanderson OBE in 2003 is located on the site of Cabot School in the heart of inner city St Paul's, one of the most deprived and ethnically diverse areas of Bristol. Funded by the City Council, Sport England and the South West RDA, St Paul's Community Sports Academy has a four-court sports hall, two multi-purpose exercise and meeting rooms, a health and fitness suite, changing rooms and three outdoor floodlit multi-use courts. The local community uses these facilities extensively out-of-hours. During consultation, local young people identified football – including girl's football – and basketball as top sporting priorities. A Junior Activity Programme in these key sports (plus karate and gym) runs at the Academy with discounted prices for St Paul's local residents, engaging young people at risk.

To find out more go to: [www.bristol.gov.uk/ccm/content/Leisure-Culture](http://www.bristol.gov.uk/ccm/content/Leisure-Culture)

## case study: South Town First School, Great Yarmouth

This school, in a partnership with the local Home Office/Crime Concern 'Positive Futures' project hosted and managed by Great Yarmouth Sports & Leisure Trust, provides weekly after-school sessions in rugby league and gymnastics for a group of Year 3 children about to move up to Middle School. The programme is designed to address poor behaviour at an early age and provide young children positive experiences of sport and social education. Children and young people living in this area are exposed to risk of getting involved in juvenile offending, alcohol and substance abuse.

## Providing opportunities for school staff

Providing access to extended services reduces burdens on head teachers and teaching staff. Better access to services means that the wider problems getting in the way of children's learning can be more easily dealt with by appropriate professionals, leaving teachers free to concentrate on teaching. Teachers and other school staff will also often be able to benefit personally from school based activities and services.

At the most basic level, sport and arts facilities can be enjoyed by teachers and school staff out of school hours, whether this is relishing a recreational game of badminton or five-a-side football in the sports hall, honing one's keyboard skills in one of the music practice rooms or enjoying a yoga, dance or fitness session. A better school with better leisure and cultural facilities on-site will, albeit at the margin, help in terms of staff retention and well-being.

More importantly, engagement with the community sport and arts sector brings opportunities for school staff (and sixth formers) to increase their skills, gain qualifications, (e.g. recognised coaching qualifications, Community Sports Leaders Award (CSLA), Arts Award) and help their professional development. These new skills and qualifications may then lead to additional work and income, e.g. sessional coaching, facility supervision.

Developing links with sports clubs, arts organisations and community groups also helps schools to bring in suitably qualified and experienced specialist staff to work alongside teaching staff to deliver the National Curriculum for PE or art and, in so doing, broaden the teachers' skills base. Staff can also pick up new skills from sports coaches coming in to support schools in delivering PE and out-of-hours activities.

## case study: Hareclive Primary School, Bristol

Hareclive Primary School received funding from 'Space for Sport and Arts' towards a new sports hall and a multi-purpose arts space (and from NOPES for a climbing wall) for use by the school children and the community. The school uses both teachers and coaches working together to deliver a broad range of PE and sports activities including dance, climbing, archery and sailing. Former Headteacher Brian Hall says "It's just not feasible for people in primary schools to be experts in 12 subjects. Coaches come in who have a real love of their particular sport or activity". The school is now working on a 'Room 13' project to broaden the range of arts activities. An existing classroom has been extended and equipped and, on two days a week, arts activities will be planned and organised by the children themselves using a budget allocated by the school to employ specialist artists in residence. Current Headteacher, Mike Colcombe, says "bringing in outside people to support teachers, pass on expertise and help cover their PPA (Planning, Preparation and Assessment) time is all about getting the right quality. We only have one teacher with a PE background for example. It makes sense [to employ high quality support. Children need access to a wide range of activities".

To find out more, go to [www.hareclive.bristol.sch.uk](http://www.hareclive.bristol.sch.uk)



## case study: YMCA Nottinghamshire

Nottinghamshire YMCA has been engaging children across the City and County for a number of years in both community settings and in school through its Children & School Services Department. In partnership with the schools, the YMCA has created a weekly programme of sport and physical activity working with 48 primary schools across Nottinghamshire delivering 250 sessions per week for around 8,500 children. Feedback from schools has been overwhelmingly positive, demonstrating that voluntary sector organisations have the potential to complement and enhance the PE curriculum.

"The staff at Nottinghamshire YMCA are specialists in the true sense; they are reliable, flexible and are always prepared to adopt the ethos of the school".

The YMCA is now exploring the possibility of offering specialist support to primary schools in arts and music.



## 2.0 The benefits of community sport and arts on school and education sites

### **Introduction**

#### **Educational benefits**

- Increasing educational attainment
- Improving attitudes and attendance
- Engaging pupils at risk
- Providing opportunities for school staff

#### **Achieving 'Every Child Matters' outcomes**

#### **Delivering the extended services 'core offer'**

#### **Community benefits**

- More and better facilities for sport and arts
- Healthier communities
- Safe, strong, sustainable communities
- Economic vitality and workforce development
- Well-being

#### **Attracting more funding**

#### **Developing better facilities**

# Introduction

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## Introduction

This section gives an overview of the benefits of community sport and arts on school and education sites, and sets out the evidence for these benefits.

Some of these benefits relate directly to the primary purpose of the school or college – the education of their pupils and students.

Others relate less directly to this primary purpose or are expectations on schools set out in the Every Child Matters outcomes, the Extended Schools Core Offer, the PE, School Sport and Club Links (PESSCL) Strategy and the national ambition for up to five hours of quality PE and Sport per week for all children and young people by 2010, and other guidance such as the Healthy Schools Standard.

Others, while they will almost certainly benefit schools and colleges in the long-term, will be of greater and more immediate benefit to the community.



# **Achieving 'Every Child Matters' outcomes**

## Achieving 'Every Child Matters' outcomes

Every Child Matters (ECM) aims to ensure that every child and young person has the opportunity to fulfil his or her potential. It has five outcomes for children and young people –

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution, and
- Achieve economic well-being

Schools and colleges are major partners in achieving these outcomes. A community ethos will help schools achieve a number of the educational outcomes.

Most directly, under 'Enjoy & Achieve', where schools and colleges are central to achieving all the national targets and indicators, they can help increase –

"Percentage of 11 year olds achieving L4+ in English and Maths, including floor target",

"Percentage of 14 years olds achieving L5+ in English, Maths, Science & ICT, including floor targets" and

"Percentage of 16 year olds achieving the equivalent of 5 A\*-C GCSE, including floor target".

Schools and colleges can also help achieve a number of ECM's other, less directly educational, outcomes. For instance, under 'Enjoy and Achieve', schools are key to increasing the 'Take-up of sporting opportunities by 5 to 16 year olds' (a target of 85% by 2008 and 100% by 2010), while further and higher education colleges are central to 'Take-up of cultural and sporting opportunities among 16+ year olds'.

And, under the 'Achieve Economic Well-Being' outcome, schools and colleges are central to increasing the 'Percentage of 19 year olds achieving L2+ in NVQ2 or equivalent'. For instance, the Arts Award evaluation shows that, by widening pupils' understanding of potential careers, a number of young people decided to pursue further or higher education in the arts.

Secondary schools with sixth forms and further education colleges have been able to provide vocational, work experience and earning opportunities for their students in community sport and arts facility operation. This contributes to the 'Ready for Employment' outcome and its associated PSA indicators and targets. It provides students with qualifications, experience and earnings. It can even help ameliorate the shortage of PE teachers in some areas.

## case study: Barking Abbey School, Barking & Dagenham

Barking and Dagenham has difficulties in recruiting PE teachers. To a certain extent this is because of poor external perceptions of the area, partly because – like all London boroughs – housing costs are high. Specialist schools, like Barking Abbey, a specialist sports and humanities college, employ their sixth-formers as part-time or sessional recreation assistants in their sports centre. This suits the students because it earns them money, gives them experience of the sports sector and helps them with their studies. It suits the School because the students have more ownership. It suits the Sports Centre management: they know who they are employing and the students already know the facilities and many of the centre's systems. Some of the School's Academy students go on to scholarships in the USA and Spain; others train as PE teachers in this country. While at university some return for holiday work at the school. One or two are now qualifying as PE teachers and returning to teach in Barking and Dagenham. (Having lived all their lives in the area, they don't share the negative perceptions of the area and, for a while at least, can live with their parents – keeping housing costs to the minimum.) And this suits the local authority. DCMS/DCSF named this school 'School for Sport Champions' in 2006 and again in 2007 in recognition of both its success in sport and its academic improvement.

To find out more, go to [www.babbey.bardaglea.org.uk](http://www.babbey.bardaglea.org.uk)

## case study: John Mason Arts College, Oxfordshire

The Art Department at this Specialist Arts College in Abingdon runs an 'Arts Extend' programme using its newly built 'O6' gallery space where year 12 students are trained by staff at Oxford's Modern Art Gallery to set up exhibitions and lead workshops with the community and feeder primaries. The programme is delivered annually and provides skills leading to employment opportunities for school leavers. It forms part of a growing extended schools core offer planned through a partnership of 25 schools in The Abingdon Partnership.

To find out more, go to [www.johnmason.oxon.sch.uk](http://www.johnmason.oxon.sch.uk)

The contribution of sport activities to 'Children and Young People are physically healthy' under 'Be Healthy', is obvious, in particular to helping achieve the PSA target of halting 'The percentage of obese under 11 year olds'.

Community sport and arts opportunities can also help reduce levels of offending under the 'Positive Contribution' outcome, e.g. the PSA target to 'Reduce the level of offending'.

Risk and protective factors associated with youth crime and effective interventions to prevent it (Youth Justice Board, 2001) shows that there is a range of risk factors which increase the risk of young people committing crime and a range of protective factors which bolster them against that risk. Community sport and arts opportunities help combat risk factors (e.g. low achievement and truancy) while increasing protective factors (e.g. promoting healthy standards, providing a sense of self-efficacy and a positive disposition amongst pupils).

Thus, many of the young people taking part in the Arts Award initiative have been motivated by their artistic achievements to go back to attending school full time.

The Space for Sport and Arts evaluation and the experience of the New Opportunities for PE and Sport (NOPES) programme also shows that running community sport and arts use in the evenings and at weekends help to decrease vandalism.

## case study: Mind, Exercise, Nutrition...Do It (MEND)

There has been extensive piloting of 'Healthy Living Clubs' including exercise, diet, nutrition and other activities – for instance in primary schools in Southwark, through the London Sports Action Zone, schools and the PCT. The Big Lottery Fund has now funded a national programme, MEND whose Southwark programme is based in sports and community venues as well as at secondary schools like the Peckham Academy. MEND is a multi-disciplinary programme comprising 18 two-hour sessions, typically run across a nine-week period during a school term. It combines all the elements known to be vital in treating and preventing childhood obesity including family involvement, practical education in nutrition and diet, increasing physical activity and behavioural change.

To find out more, go to [www.mend.org.uk](http://www.mend.org.uk)

## Case Study: Toolbox Arts at Ramsey Youth Centre, Cambridge

Dudley, a Bronze Arts Award holder from Cambridgeshire who at the start was attending school part-time only is now a competent drummer as a result of taking the Arts Award. His award adviser, Dibs, says, "He's felt a real sense of achievement and is more motivated to do well again at school".

## Manningham Sports Centre, Yorkshire & Humberside

NOPES funding paid for upgrading to a sports hall, new changing rooms and outdoor sports areas including a floodlit synthetic turf pitch and CCTV on a school site in an inner-city area in Bradford. The area had suffered from rioting and the existing outdoor sports pitch at the school was badly vandalised and unused during the evenings and at weekends. The new, upgraded facilities are now being used by more than 1,000 pupils from three adjacent primary schools that have no green space of their own and some 10,000 community visitors a year. The increased use by the local community together with the CCTV has resulted in much reduced vandalism.

To find out more, go to [www.biglotteryfund.org.uk](http://www.biglotteryfund.org.uk)

# **Delivering the extended services 'core offer'**

## Delivering the extended schools 'core offer' in schools

The Government has set out a 'core offer' of extended services and activities that it expects all children, young people and families will be able to access in or through all schools by 2010 (Extended schools: Building on experience, DCSF, June 2007):

- A varied menu of activities (including study support and play) and childcare: For primary schools this means providing access to a varied menu of activities, combined with childcare, from 8am to 6pm, five days a week, 48 weeks a year. In secondary schools this means access to a varied menu of activities which also offer young people a safe place to be from 8am to 6pm during term time and more flexibility in the holidays.
- Parenting support, including family learning.
- Swift and easy access to targeted and specialist services.
- Community access to school facilities.

Schools can offer sports and arts as part of the varied menu of activities, and should look to open up their facilities to meet wider community needs in response to an assessment of local demand.

## case study: Brackenbury Infant School, Dorset

This school in Portland, an area of relatively high deprivation, includes sport and arts as part of high quality year round childcare, supported by the West Dorset School Sports Partnership, both before and after school. The school links with Dorset Artsreach – a project to bring local artists into schools to work with teachers, parents and children. Examples of activities taking place involving visiting artists include: DVD making, 3Dart, street dance and a range of craft skills such as wire sculptures, stencils and glass painting. A number of the projects involve family learning, for example a craft project using flotsam and jetsam recovered from Chesil Beach to raise environmental awareness (e.g. waste management and recycling).

To find out more, go to [www.dorsetforyou.com](http://www.dorsetforyou.com)

## case study: Robert Hitcham Primary School, Suffolk

This rural primary school is working with the Suffolk Children's Service Area Extended Schools Officer and partner agencies. It offers sport and arts activities run by parents, teachers and private organisations both as part of year round childcare, linking with the local leisure centre, and in homework clubs and study support. Family learning and parent support – such as family literacy and numeracy classes – form part of the overall offer. Multi-agency support groups are on hand enabling early intervention, targeted support and appropriate referral for children and their families.

To find out more, go to [www.suffolk.gov.uk/EducationAndLearning/Schools/](http://www.suffolk.gov.uk/EducationAndLearning/Schools/)

In the arts, national partnerships and programmes – notably Arts Award and Arts Extend (developing sustainable arts programmes in and around Extended Schools) – involve working with local authorities, groups of schools, voluntary sector arts organisations and local artists to increase the range and quality of arts opportunities during and outside curriculum time. In sport, the School Sport Partnerships (SSPs) are increasing sport opportunities and physical literacy for all children and young people in curriculum time and out of school hours.

A community approach includes, but is wider than, providing children with a menu of activities. Sport and arts opportunities can encourage greater parental involvement in children's learning, e.g. through providing volunteering opportunities for parents, developing parents' skills, increasing their aspirations and encouraging greater parental involvement in their children's learning.

## case study: Luminate - Telford & Wrekin Council Arts Extend project launch

Nine schools working with a variety of artists created Luminate, the public launch for the 'Arts Extend Telford' programme – one of nine across the country – held in March 2007. For this event young people in each of the nine partner schools worked with artists to explore and be inspired by the themes of light, regeneration and new beginnings. Using sculpture, animation, mask, music, dance and visual art (and concluding with a firework display), they created an arts event for all the family in the town park that celebrated the seasonal change from Winter to Spring. Arts Extend Telford plans to develop a programme of high quality, sustainable arts provision within extended schools services.

To find out more go to: [www.artsextendtelford.com](http://www.artsextendtelford.com)

# Community benefits

## Community benefits

Schools which provide sport and arts facilities and opportunities for the whole community benefit the community in a number of ways.

### More and better facilities for sport and arts

The BSF, NOPES and other capital programmes give a once-in-a-generation opportunity to build modern, high-quality sport and arts facilities not just for the pupils of the school but for the whole community. Accessing these facilities will help address some of the community's sporting, artistic and health needs. It will increase participation and help to make a more active community. For example, the latest annual evaluation report of the NOPES Big Lottery Fund investment programme in sports facilities and programmes on school sites shows community use doubling from 101 beneficiaries in a typical week pre-opening to 200 post-opening.

In some areas, local authorities and individual schools are making the most of the opportunities afforded by the Government's investment in extended schools to locate new, community theatres and performance venues on school sites in areas lacking in provision. In others, dance studios, fitness suites, floodlit artificial turf pitches are complementing sports hall facilities and answering the increasing demand for dance, yoga, aerobics, fitness, five-a-side and other team sports – demand which otherwise may have gone unsatisfied.



## case study: M6 Theatre Company in Rochdale

This leading touring theatre company established in 1977 and working in schools and community centres had, until 2004, no permanent performance venue and shared a school hall at Harner Primary School in the town. A Space for Sport and Art lottery grant and government funds enabled M6 to build a 92-seat studio theatre at the school for the children and as a base for its rehearsals and performance.

To find out more go to [www.m6theatre.co.uk/texts/studiotheatre.html](http://www.m6theatre.co.uk/texts/studiotheatre.html)

### Healthier communities

Self-evidently an increase in sport and arts participation leads to healthier communities, both physically (with improvements in terms of cardio-vascular disease, strokes, osteoporosis) through increased exercise and mentally (with improvements in mental health) through the social bonds formed with other participants in sessions and classes and the increase in self-esteem, confidence and self-efficacy that these activities give.

### Safe, strong, sustainable communities

The most recent Head Teacher Standards ('National Standards for Headteachers', DfES, 2004) identify 'Strengthening Community' as one of the six key areas of a head teacher's role and emphasise the importance of connecting pupils' learning with the wider community and providing a range of opportunities for young people.

More recently, in 2007, the 'National Standard for Positive Activities' was introduced and a statutory duty placed on unitary and local authorities to consult with young people aged 13-19 (up to 25 in the case of young people with learning difficulties) concerning their needs for activities both at school and in their leisure time and to ensure, by working with partners, that all young people have access to information and sufficient provision to meet these needs for four hours a week.

Both trust and community capital are built through this increased activity, improved public health, and the social bonds and informal networks that arise from community sport and arts activities. In turn, these make better communities, communities able to resolve their own issues, communities that are safe, strong and sustainable. Schools whose facilities are open to the whole community can play a large part in supporting these developments. This is particularly important in neighbourhood renewal areas and in rurally isolated communities where a school with an inclusive approach to its wider community can act as both catalyst and hub for wider activity in the area.

## Economic vitality and workforce development

Community sport and arts use can help the economic vitality and workforce development of the neighbourhood. Both sport and arts activities provide many opportunities for volunteering, e.g. sports coaches, arts leaders, volunteer organisers of events, stewards. Both provide opportunities for individuals to learn new skills and gain new qualifications – whether these are musical or performance skills, or coaching, workshop-leading or tuition qualifications.

Sometimes these can lead to sessional coaching or casual work at the school's facilities or elsewhere. Because these are transferable skills, this can lead to employment. Similarly, skills gained at community classes in, say, pottery or jewellery making can help some students begin to work as artists. In small but important ways this helps improve the economic vitality and workforce development of the community.

## case study: Westway Development Trust, North Kensington

This development trust for community benefit which owns and manages extensive, modern facilities for sport and fitness on two sites in North Kensington, works closely with local schools and operates a training grants scheme assisting local people with the fees (and in some cases books, travel costs, and materials) for part-time or short sports courses which qualify them to coach or instruct. School-leavers, having first gained an interest and experience in sport or fitness at the Trust's two centres, have gone on to complete training and find employment in the industry.

To find out more, go to [www.westway.org.uk/sports/communitysport](http://www.westway.org.uk/sports/communitysport)

## case study: 'Mouth That Roars' Arts Award

Yacoub, a young aspiring filmmaker, joined this Arts Award project to gain experience of making films outside his college BTEC Media course. Yacoub worked on a film called The Hamlets about the history of the Tower Hamlets London borough with five other young people. Winner of the Gold Arts Award, Yacoub says 'The award definitely gave me the motivation to think I can be a film director. Now I hope I can do this for a living'.

To find out more, go to [www.artsawards.org.uk](http://www.artsawards.org.uk)

## Well-being

Increased sport and arts participation, increases in public health, the building of trust, community capacity and cohesion, and improvements in economic vitality – all lead to a better quality of life for the community and a sense of well-being. And this, in turn and over time, benefits the school when the higher community regard is reflected in the increasing numbers of prospective parents wishing to enrol their children at the school.



# Attracting more funding

## Attracting more funding

The Government has committed considerable additional funding to support schools in setting up and embedding their extended services, such as those relating to sports and arts. A total of £840m has been made available in the 2003-2008 period, including £238m in 2007-2008 available via local authorities through the Standards Fund and the General Sure Start Grant, some of which supported minor capital adjustments in primary schools over the last two years. £150m is being made available directly to schools through the School Standards Grant (SSG). Further investment in extended schools of more than £1.3bn over the next three years has recently been announced.

Capital funding for new and improved education buildings and support facilities has never been greater. Investment in new and refurbished secondary schools under Building Schools for the Future (BSF) is running at £2.3 to 3.5 billion per annum. Capital spending on the Primary Capital Programme is forecast to reach £130 million in 2007/08 rising to £500 million by 2009/10. Many more millions are committed to the Learning & Skills Council capital improvement budget for further education colleges and to the Higher Education Funding Council's (HEFC) budget to support new university building projects. In addition, the Big Lottery NOPES programme is spending almost £600 million, largely on capital projects in schools in England between 2001 and 2009, channelled via local authorities. While all these capital funds are primarily for facilities that support improved standards of education and will not fund spaces exclusively for community use, in every case there is a strong presumption that new facilities on education sites funded from these sources will be used to further the aims of Every Child Matters, Youth Matters and the delivery of the Extended Schools Core Offer.

Overall, the Chancellor of the Exchequer announced in the Spring 2007 Budget above-inflation rises to education spending (£60 billion in 2007-08, £64 billion in 2008-09, £67 billion in 2009-10, and £74 billion in 2010-11).

## case study: Little Snoring Primary School, Norfolk

Situated near Fakenham, Little Snoring Primary School is in an extremely rural area. The new facilities, which include a multi-use hall, a new hard play area and grassed area returned to playing fields, have had a crucial impact on the taught curriculum, the life of the school and the local community, as previously the nearest facility was eight miles away. The facilities were built under Space for Sport and Arts and are highlighted in 'Inspiring Active Minds and Bodies'.

To find out more go to [www.norfolk.gov.uk](http://www.norfolk.gov.uk)

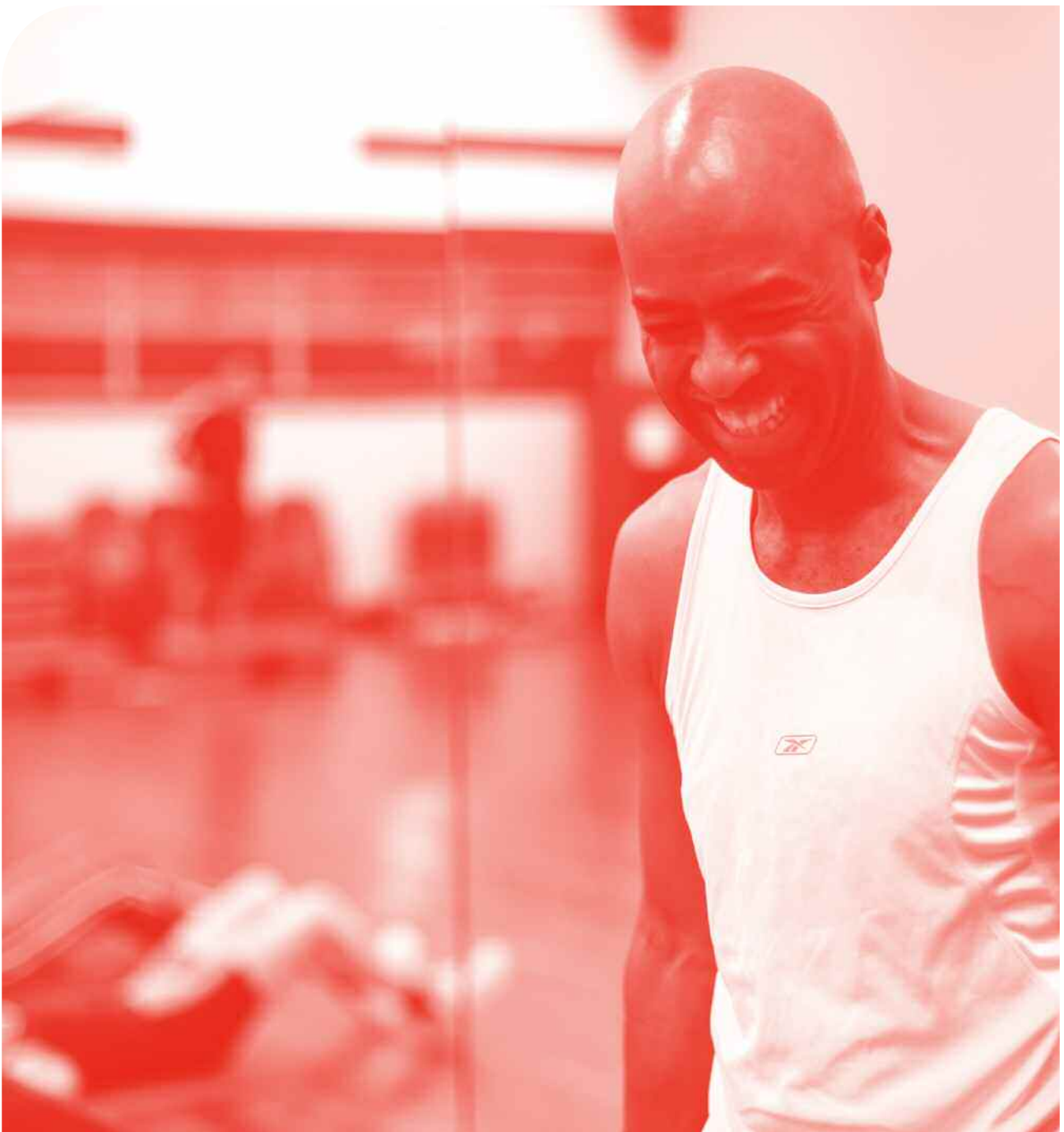


Developing a whole community approach to sport and arts facilities and services opens up a range of external funding streams on top of these, e.g. other National Lottery programmes linking to sport, physical activity or the arts, local authority culture and leisure funding (including PFI credits), and funding for volunteering earmarked to achieve the targets of the Russell Commission (the 'Respect' agenda).

For instance, a local authority needs to achieve at least a '2 star' rating for its Cultural Services under the Audit Commission's 'Harder Test' inspection regime in order to gain a top '4 star' Comprehensive Performance Assessment (CPA) overall rating. This then unlocks extra funding. Community sport and arts services on school sites can make a major contribution to achieving this rating.

Similarly, if the school is addressing and meeting a community sports need, and can demonstrate that it is working in partnership with its relevant Community Sports Network and County Sports Partnership, then further funding may be available via Sport England.

In these ways, unprecedented levels of funding are available to those schools embracing the Extended Schools agenda and prepared to increase access and opportunities in sport and the arts for local communities.



## **Contents**

Foreword

Acknowledgments

1.0 Introduction

2.0 The benefits of community sport and arts on school and education sites

3.0 How to do it well – key principles and where to find guidance

### **Appendices**

A Who's who – a guide

B The legislative and policy context

C Key programmes

D References

E Glossary

## **Chair's foreword**

**I am delighted to introduce 'The Win Win Scenario', which will encourage education policy makers and practitioners in England to open up schools, colleges and universities to the public to take part in community sport and the arts.**

This tool provides practical guidance and best practise on how to develop and deliver opportunities for both community sport and the arts on education sites. This remains a largely untapped resource for local communities, despite the fact that unprecedented investment is going into education sites across England.

At Sport England, we believe that making facilities on education sites accessible to local people is vital if we are going to achieve our ambition of getting two million people doing more sport by 2012.

This publication has been developed following extensive consultation with education providers, local education authorities and the sports and arts sectors. Thank you to all those who have contributed. We are confident that it will be a practical tool which brings lasting benefits to the schools, colleges, universities and the local communities which they serve.

**Derek Mapp**  
**Chair, Sport England**



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### **Consultants**

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# **Developing better facilities**

## Developing better facilities

Some local authorities are also thinking about the strategic benefits that the BSF programme brings for their sport and arts services as well as their education service. Many local authorities are saddled with old sport and arts facilities – Victorian-era swimming baths, 1960s civic halls, theatres and entertainments venues and 1970s sports and leisure centres – which are expensive to run, maintain and staff, don't meet today's expectations and are of poor quality. For them, the BSF investment programme provides a real opportunity to replace their leisure and culture estate with something better, more modern, more accessible – and cheaper to run and maintain. (The BSF, NOPES and Active England investment programmes all include innovation and best practice in the design and management of facilities as a key outcome.)

The capital receipts that are released from selling the sites of these old centres can be pooled with BSF or NOPES funds. This will provide much better and, where appropriate, larger sport and arts facilities for both school and community than would have happened with BSF or NOPES funds alone and a more restricted vision for community use. And it ensures strategic provision across the local authority area.

*"I love the fact that the school's open from eight till ten and I love the fact that we have got people coming in. You walk round the school and there are all sorts of parents and children from other schools in and they are looking around and saying really nice things about the school and the things we have. I can't see me ever wanting to go back and just run a school."*

Nic Fiddaman, Headteacher Woodlands Primary School in Inspiring Active Minds and Bodies, Space for Sport and Arts, DCMS, DCSF and partners, 2006

In two-tier local authority areas, this joined-up approach depends on the district or borough councils, as the owners of the leisure estate, engaging with their county council, as the drivers of the BSF and LSC & PCP investment programme, right at the start of the programme planning process. Similarly, in unitary local authority areas, the cultural and children's services departments must be planning strategically together.

The revenue costs associated with whole community use of the facilities can be transferred from the Leisure and Culture's existing revenue budget, while the management of the facilities can be left to the leisure and culture professionals. Since the revenue costs of existing facilities are likely to be greater than the revenue costs of the equivalent school-based facilities, the local authority leisure and culture departments and their finance department will also be pleased. A true win-win situation!

### case study: Nottinghamshire County Council and Bassetlaw District Council

Under Nottinghamshire County Council's Private Finance Initiative new secondary schools will be built in both Worksop and Retford. Bassetlaw District Council is working with the County Council to ensure state-of-the-art community leisure facilities at these new schools will be available to all residents. To this end, the District Council has taken lead responsibility for the leisure management specification and procurement of a specialist leisure management contractor.

To find out more, go to [www.bassetlaw.gov.uk](http://www.bassetlaw.gov.uk)

### case study: Boldon School, South Tyneside

South Tyneside MBC was successful in combining 'leisure' PFI credits from the DCMS – funding a 200 seat theatre and sports centre with a 4 lane 25 metre pool, sports hall, gymnasium, fitness centre, sauna and sports pitches – with DCSF credits to build a new school. The theatre and sports centre have separate signage, parking and reception areas for community users. The local Boldon Community Association has a formal agreement with the PFI operator to book the facilities at agreed rates between 6.30pm and 10pm. Other arrangements with the operator provide for access for other local residents and groups and the flexibility for development of partnerships with more outside sport and art groups in the future.

To find out more go to [www.boldonschool.com/](http://www.boldonschool.com/)



## **3.0 How to do it well:**

**Introduction**

**The process – flow chart**

**Strategic planning and the roles of Local Authorities**

**Consultation**

**Partnerships**

**Resourcing the work**

**Business planning**

**Design and procurement**

**Disability equality**

**Revenue funding**

**Governance, legal and insurance**

**Management structures**

**Staffing**

**Marketing and hard-to-reach groups**

**Booking and membership systems**

**Repairs, maintenance and renewals**

**Keeping the revenue finances on track**

**Monitoring and evaluation**

# Introduction

## Introduction

While there is a lot to be done when developing community sport and arts opportunities in your school or college, there is a lot of support and guidance out there to help you. As well as documents, toolkits, templates and examples of good practice downloadable from websites, there are also dedicated sport and arts professionals. To quote again from the successful Woodlands Primary in Medway:

“It’s a long process. There’s a lot of paperwork but also a lot of support there too. If you have the vision and use this support to go with it, you can certainly succeed.”

### Extended Schools Core Offer

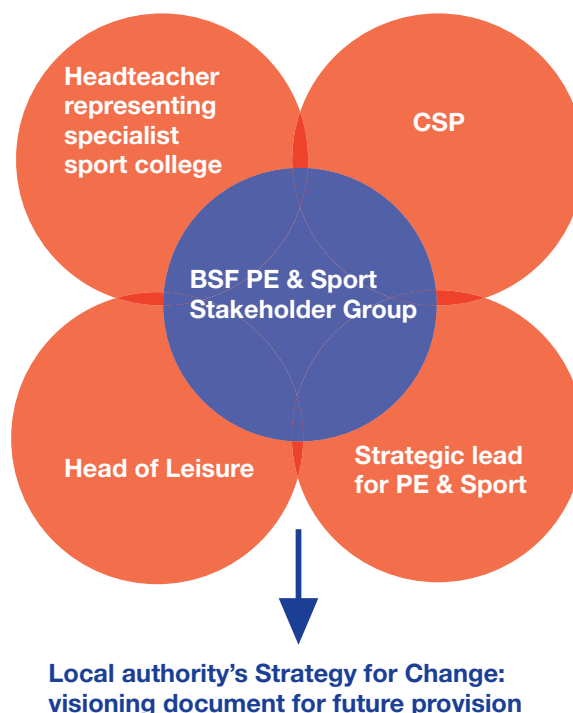
To support the roll out of the Extended Schools Core Offer, DCSF had contracted a range of national partners (e.g. TDA-Development, 4Children, ContinYou) to work together to help deliver services in school that are high quality, sustainable and which meet pupil, family and community needs. Every local authority also has at least one Extended Schools Remodelling Adviser (ESRA) who acts as the link between the local authority and its schools.

### Building Schools for the Future (BSF)

Partnerships for Schools (PFS, part of DCSF) has two advisors for PE and sport (part funded by PFS, Sport England and the Youth Sport Trust) working on the BSF secondary school programme and supporting a national team of BSF Project Managers on PE and sport issues.

Meanwhile, BSF-Culture (working on behalf of Sport England, Arts Council England and Yorkshire Culture) runs a website and has a Project Manager working on art and sport in the Yorkshire Region. Sport England’s North West and London Regions also have Project Managers working on assisting local authorities with current BSF and PCP projects.

To help ensure that local needs for PE and sport are considered strategically within each local authority’s BSF Strategy for Change vision, PFS advocate local PE & Sport Stakeholder Groups involving key people. This is illustrated in the following diagram:



In some local authorities, the PE & Sport Stakeholder Group includes arts, museums and libraries within a wider ‘Culture’ group.

Specialist support at a regional level on sport or arts issues is also available from staff at the nine regional offices of Sport England ([www.sportengland.org](http://www.sportengland.org)), Arts Council England ([www.artscouncil.org.uk](http://www.artscouncil.org.uk)) and from the Youth Sport Trust ([www.youthsporttrust.org](http://www.youthsporttrust.org)).

More locally, you should first try your local authority lead officer for PE & Sport who will provide help or be able to refer you to others – perhaps the SSP Partnership Development Manager, the Head of Leisure, a member of your County Sports Partnership or local Community Sports Network – who may be better placed to help with your particular query.

For the arts, most local authorities have an Arts Development Officer or Arts Team. Some authorities also have an arts education agency or arts education co-ordinator, responsible for developing partnerships between schools and the arts sector.

# The process

### Strategic planning

- Define school's vision for community sport and art.
- Assess strategic 'fit' of vision with needs, taking advice from local authority officers and outside agencies and amend as necessary.

### 'Testing the Water'

- Consult widely – children, parents, staff, sport and art networks, including 'hard to reach' groups in the community.
- Act on the outcomes – shape the vision in response to feedback received and keep people informed.

### Partnerships and resourcing

- Build partnership support and secure funding.
- Set up a Working Group with Terms of Reference and a Project Champion to see the vision through to reality.

### Business planning

- Document what you propose to do, who for, when it will be done by and by whom, what it is likely to cost, how this will be financed and how you will measure success. Check your assumptions with others.

### Design feasibility

- If your proposals involve a building element – i.e. for new or extended facilities for sport or the arts – commission a feasibility study or, if part of a larger project, liaise closely with Project Manager throughout.

### Implementing

- Make sure funding is in place – capital and revenue
- Address governance and legal issues – check VAT
- Put in place management structure, systems, and budgets linked to detailed operating & marketing plans.

### Managing and monitoring

- Keep the finances on track – monitor weekly.
- Ongoing staff and volunteer recruitment and training.
- Monitor wear and tear on the facilities and equipment and maintain to high standard.
- Evaluate success and learn from mistakes.

# Management structures

## Management structures

A range of options are available for managing sport and arts facilities out of hours for study support and community use activities. These range from doing it yourself – controlled directly by the governing body – right through to management as part of a PFI contract. Under PFI, management of the facilities out-of-hours is wrapped up within a larger contract to design, build, finance and operate all the schools facilities and services except for the teaching and governance. There are a number of other options along the way. As part of the business planning process, your working group will need to consider these options and decide which is likely to fit best with your needs and situation.

Essentially the available options fall into four categories –

### 1: School-based Management

Existing Staff – Many community sport or arts operations on school sites are managed directly under the school's control with out-of-hours facility management the responsibility of an existing member of staff (e.g. the Head of PE and Sport, the school's Administration Officer or Bursar). While low cost, careful consideration should be given before this approach is taken. The staff member must have sport and arts management expertise (the sport and arts businesses are very different from the education business) and be able to devote sufficient time to making it a success. New Post – often, if affordable, a better option is for

the school to establish a new post of, e.g. Community Manager or Sport/Arts Manager reporting to the Headteacher or a Deputy and, possibly, being a member of the management team. In some rural communities, a number of primary schools have joined together to apply for revenue funding to pay for a Community Use Co-ordinator to set up and manage community use across these schools. It should also be highlighted that many schools are now employing extended school co-ordinators, and this could be part of their remit.

## case study: Thornden Hall, Thornden School, Hampshire

Thornden School – the first specialist arts college in Hampshire – is the site of Thornden Hall, a 400-seat concert venue and home to the County Youth Orchestra and a range of other music and dance groups. In addition to the main auditorium, there are two specialist drama studios, two music rooms, a dance studio, foyer and bar areas. The facilities are popular with community groups from a wide area both for the arts and for meetings and presentations. The facilities are built to high quality and are easily accessible from the M3. The scale and popularity of the venue allows the school's governing body to employ a dedicated Community Arts Manager.

To find out more, go to [www.thornden.hants.sch.uk](http://www.thornden.hants.sch.uk)

## case study: Catmose Gallery and Theatre, Vale of Catmose Art College, Rutland

Since 2003, this specialist art college has developed a regional reputation in the visual arts based on a programme of exhibitions of internationally renowned work in a new Gallery on the college site funded by DCMS. There is also the Catmose Theatre on the school site, hosting both local and national touring productions. The school employs an Arts Officer to manage a programme of exhibitions, productions and arts education programmes for students, teachers, parents and others from the wider community.

To find out more, go to [www.catmose.rutland.sch.uk](http://www.catmose.rutland.sch.uk)

## School companies and Federations of schools

The Education Act 2002 empowers the governing body of a school to join with other governing bodies and/or other parties to form a company to undertake specified activities. School companies can provide services or facilities. They are one way of formalising partnership arrangements between different schools, for example a group or federation of schools in one or more local School Sports Partnerships. A £50m Targeted Capital Fund is available for financial years 2006-08 for Federations of schools with shared governance and Fresh Start schools to develop joint facilities (buildings and ICT), which would be used across a partnership of schools to enhance collaborative activity.

## Trust schools

The trust school model is a further Government initiative aimed at providing opportunities for schools to build long-term relationships with new partners or other schools to harness outside energy, experience and talent. Funding is available to support an individual school or a group of schools (for example schools that are in the same area, spread across the country or share a specialism) wishing to establish and work within a Trust. Each Trust school will be a foundation school supported by a charitable foundation or Trust, which will appoint governors to the school's governing body. They will be funded in exactly the same way as other local authority maintained schools. A Trust school will employ its own staff, and manage its own land and assets. Schools will be able to opt to become a Trust School once the relevant parts of the Education and Inspections Act come into effect in early summer 2007.

## Transfer of Control Agreement

If the school, whether maintained or foundation status, and whether alone or in a federation with others, sets up a company to run its sport or arts facilities, it will normally specify how this is to be done in a Transfer of Control Agreement. This will specify which party controls particular facilities, at what times, the number of staff and who employs them, financial arrangement such as which party fixes fees and charges, what happens to income from charges, treatment of energy and other costs, responsibility for health and safety and a range of other matters.

If control of any part of the school premises is to be shared or transferred during school hours, the school must first get consent from the local authority to the terms of its Transfer of Control Agreement.

## 2: Management by the local authority

It is common for the community use of sports centres and swimming pools on secondary school sites, particularly in rural counties with two-tier local government, to be managed by the local authority's sport or arts service. Typically, the facility will have been funded jointly by the local authority (the County) and the district or borough council (often grant aided by the National Lottery) and the governance is vested in a committee controlled by the school's governing body and including representatives of the district or borough council. The management functions are delivered by staff employed and trained by the district or borough council under the terms of a form of Transfer of Control Agreement often called a 'Community Use Agreement'.

## 3: Management by a social enterprise

The governing body may decide to enter into a Transfer of Control Agreement with a local community group or social enterprise to run its sport or arts facilities either out-of-hours only or throughout the day. This type of management arrangement is more prevalent for larger facilities on school or college sites with sufficient income from community use and charges to offset the management and staffing costs of the community group or social enterprise. Increasing numbers of local authorities now contract with social enterprises to manage their community sports centres and swimming pools. (Sometimes these are 'leisure trusts' set up by the local authority itself). Having the same social enterprise managing the community use of school-based facilities can have advantages in terms of economies of scale and for marketing, e.g. linked membership and discount schemes and complementary activity programmes.

## case study: Weald Sports Centre at Angley School, Kent

The Weald Sports Centre in Cranbrook, Kent is built on land at Angley School donated by Kent County Council with capital funds from the Sport England Lottery Fund, Tunbridge Wells Borough Council and community/parish fundraising. The Sports Centre is owned by the Borough Council and operated as a community leisure centre on behalf of the Borough Council by a leisure management social enterprise. The same organisation also manages the Council's two other sports centres, of which one is also on a school site, bringing a range of service advantages to the community. Angley School – the first in Kent to achieve Sports College status – enjoys free access to the Centre's sports hall for curriculum use during term time and makes extensive use of the swimming pool on a paying basis.

The Borough Council has entered into partnership arrangements with a number of other schools at primary and secondary level across both the maintained and independent sectors. Nigel Bolton, Head of Leisure Services, believes strongly that a partnership approach, and involving specialist management expertise, provides better value for money and better quality of service to the community than the alternative of the education and community leisure sectors providing and operating sport and arts facilities and services in isolation.

To find out more, go to [www.tunbridgewells.gov.uk](http://www.tunbridgewells.gov.uk)

#### 4: Commercial management leisure management companies

The governing body may decide to 'buy-in' specialist expertise for its out-of-hours community sport facilities and services by negotiating a Transfer of Control Agreement with a private sector leisure management company. This is only a viable option in the larger school or college based sports facilities – most typically those with high quality health and fitness gyms – that can generate sufficient revenue surplus to provide the management company with a profit or where the local authority has a budget to subsidise the community use by guaranteeing a deficit payment to the contractor. It is not applicable to arts facilities and programmes, as few leisure or theatre management companies manage school-based arts facilities and arts development services.

#### PPP and PFI

Commercial management of out-of-hours sport and arts facilities is increasingly common. Some public private partnerships (PPPs) are self-financed by the local authorities using existing budgets, capital receipts from sale of assets and funds raised from private sector partners. Others include government PFI funding. Projects in the Building Schools for the Future secondary school programme follow both funding models.

Within this relatively new and growing sector, a number of different management approaches are emerging. Innovative examples include:

### case study: All Saints Sports College, Sheffield

All Saints Catholic High School in Sheffield was prioritized by the former LEA for capital funding as it was a sports college with poor facilities. Following a bid to the Big Lottery Fund, All Saints were awarded the second largest NOF PE and Sport (NOPES) programme grant in the country – £1.875 million. This funding was paired with an investment of £1.75 million by a commercial partner specialising in 5-a-side soccer centres. The sports centre – comprising 2 sports halls (one 4 court and one 8 court), 10 floodlit synthetic 5-a-side football pitches (suitable for football and for teaching rugby and hockey) and a range of ancillary facilities – was designed and built by the commercial partner and is also fully managed by them. The centre is used exclusively by the school between 9am and 5pm during school term times and by approximately 4,000 community users a week during the evenings and at weekends.

To find out more, go to [www.bsf-culture.co.uk/case\\_study](http://www.bsf-culture.co.uk/case_study)

### case study: Park Lane and Halifax High Schools, Calderdale Schools PFI

These two schools developed under a PFI, have a range of sports facilities for use by the schools and the community, supported by the NOPES Big Lottery Fund programme. The Council's PFI contractor commissioned a leisure management company specially formed to provide support to local authorities and schools in delivering their extended schools services to provide a management service for these facilities. The service is tailored to the local needs of the two schools, their local communities and the sports clubs in the area while ensuring commercial viability. From the viewpoint of Calderdale Council's Principal Officer (Access & Capital), the experience and sensitivity of the company's principals to the particular needs of the education sector has been critical to the success of the community operation in significantly increasing usage by the local community and developing new clubs and leagues. "Many commercial organisations are insufficiently flexible in dealing with the extra tensions involved in working with schools – the difficulty being to consult with and satisfy the range of interested parties that are likely to be involved in decision-making, planning and management around maintenance charges and income generation".

To find out more, go to [www.bsf-culture.co.uk/case\\_study](http://www.bsf-culture.co.uk/case_study)



In some cases the facilities management company within a PPP or PFI consortium will take on all aspects of the management and operation of the sport and arts facilities, apart from the core teaching function. Most facilities management companies have no specialist expertise in study support or in community sport or arts development. As a result, out-of-hours use of sport or arts facilities in schools managed in this way tends to be limited to straightforward hires to established sports clubs and arts groups.

As well as this limitation there are other difficulties inherent in the PPP/PFI contract structure when dealing with financial risk in relation to income from community use. Because of this, some local authorities have excluded the sport management function from schools' PPP or PFI contract and let this separately to a specialist leisure management operator.

### Key principles

- A Facilities Management Strategy is an important element of your business plan.
- If your project involves new or remodelled buildings, then clarity on management structure and staffing levels will be needed to inform the design brief for your architect. If your project is part of a Local Education Partnership led PPP or PFI Building Schools for the Future contract, make sure your school's needs and preferences are taken into account when decisions are taken by the LEP on the contract arrangements for community use management.
- Consider the advantages and disadvantages of each option in relation to the ethos of your school, the types of community use you are aiming to develop – e.g. whether predominately lettings to groups or open to casual 'pay-and-play' users – before coming to a decision.
- Consider all staffing needs, both for teaching the curriculum and for extended services that include the whole community, in the round. The staffing of these roles needs to be complementary.
- Once you have narrowed the options down, talk to head teachers and governors at schools with different management structures for their community sport and arts activities to find out more about the pros and cons. Where possible, visit other schools so that you can see for yourself how the management structure works. You will also be able to pick up many practical tips, often on how not to do it, from visits.

### Sources of guidance

Best for...	Who/what...	How to find...
Federations of schools	'Standards' section of the DCSF website	<a href="http://www.standards.dcsf.gov.uk/federations/">www.standards.dcsf.gov.uk/federations/</a>
Trust Schools	'Key Points on Trust Schools' on DCSF website	<a href="http://www.findoutmore.dcsf.gov.uk/2006/11/trust_schools_u.html">www.findoutmore.dcsf.gov.uk/2006/11/trust_schools_u.html</a>
	Practical information on application process on Specialist Schools & Academies Trust website	<a href="http://www.specialistschools.org.uk">www.specialistschools.org.uk</a>
School companies	'Practical Know How' section on teachernet website	<a href="http://www.teachernet.gov.uk/wholeschool/extendedschools/practicalknowhow">www.teachernet.gov.uk/wholeschool/extendedschools/practicalknowhow</a>
Information on leisure management companies	Association of Leisure Management Contractors	<a href="http://www.lmca.info">www.lmca.info</a>
Information on leisure trusts and social enterprises	Association of Sports and Recreation Trusts	<a href="http://www.sporta.org/">www.sporta.org/</a>

# Staffing

## Staffing

### School-based management

If you have decided to take on the management of the facility directly or through a sub-committee of your governing body, you will need to consider the type and number of staff required to run the facility on a day-to-day basis, for example for reception, coaching, marketing, setting up equipment, cleaning and maintenance/caretaking.

It may be worth considering the appointment of some staff on a part time or sessional basis. This will give greater flexibility in terms of programming and means that the hours of community use can be geared to the needs of the community.

It is also worthwhile to take advice from the Director of Specialism, headteacher or Partnership Development Manager at your local sports or arts college, or the local authority PE Adviser, Leisure Services Manager or Arts Manager on whether sport or arts development roles can be shared across several schools offering community access or with local authority sites.

These partners will also be able to provide useful information – e.g. skills required, ways of working and likely changes as a result of the Government's strategy for reform of 'The Children's Workforce' towards the five Every Child Matters outcomes, and templates – e.g. job descriptions, person specifications, application forms and terms and conditions of employment – that can be tailored to your needs.

### Management by a third party

If the School decides to transfer control of its community sport or arts facilities and services to a third party (a school company, local authority, social enterprise or private leisure management company), then this third party organisation will be responsible for the staff and their employment. However the agreement should specify what staffing arrangements need to be in place – e.g. minimum levels and qualifications – and allow for the introduction of new, enhanced standards that may result from implementation of the Children's Workforce Strategy.

### Staffing by pupils

In secondary schools and FE colleges, consider the educational, vocational learning, leadership and volunteering opportunities for your students. After training, most staffing roles can be performed by senior pupils or students provided they are adequately managed and supervised. This can reduce the costs of the community services while providing students with an income plus valuable training, qualifications and work experience (in line with the 'Ready for employment' outcome of Every Child Matters).

This is easier to arrange under a school-based management structure – volunteering and leadership is one of the eight work strands within the National PE, School Sport & Club Links (PESSCL) Strategy – but can be achieved through working in partnership with a third party management organisation. This is best discussed as part of the initial negotiation of the terms of the transfer of control rather than 'bolted-on' afterwards.

## case study: Thomas Mills High School, Suffolk

Thomas Mills High School plays a vital role for the community in Framlingham, a rurally isolated market town in Suffolk with no local authority swimming pool or sports hall for some 12 miles. The High School is the hub for community sport for the town and for many smaller villages. By providing pupils with work experience as sessional recreation assistants and coaches the School is helping an increasing number of young people to go on to higher education and develop careers in PE, sport or leisure management. This policy has further benefits: it provides the young people with an income and is cost efficient.

To find out more, go to [www.thomasmills.suffolk.sch.uk](http://www.thomasmills.suffolk.sch.uk)

### Community volunteers

Community volunteers are an invaluable resource for staffing community use of school sites. For instance, many sports coaches provide their services on a voluntary basis. Volunteers are crucial for many types of community sport and arts events, selling tickets and programmes, supervising parking, acting as ushers, etc.

If you are planning to use volunteers, apply the same standards as for employed staff in terms of provision of adequate induction and training, health and safety, child protection awareness and CRB checks (where needed), and use simple 'volunteer agreements' or 'job descriptions' to avoid misunderstandings.

### Key principles

- Ensure there are sufficient staff, whether paid or voluntary, to look after the school's facilities and to run the activity programme safely.
- Make sure all staff – whether paid or volunteers – are trained to the appropriate level to ensure a safe operation and a quality experience for the community users. Most staff will need training in core skills such as customer care, cash handling, health and safety including child protection, first aid, equal opportunities. Others will need more specific training dependent on the nature of the facilities and services offered e.g. lifesaving, pool water treatment, safe handling of chemicals (for swimming pools), governing body coaching awards for sports coaches,

fitness training and possibly cardio-rehabilitation qualifications for fitness studio supervisors.

- Include an adequate training budget in your business plan, not only at 'start up' but on-going to ensure continuous professional development and to allow for staff turnover.
- If using volunteers, support them well and recognise their contribution. Most volunteers will soon stop if they think they are being taken for granted.

## Sources of guidance

Best for...	Who/what...	How to find...
Employing staff and volunteers for sports programmes	Sections 2.06 and 2.07 on 'Get Funding Making It Happen' section of Sport England website	<a href="http://www.sportengland.org/index/get_funding/funding_resources/guidance_templates.htm">http://www.sportengland.org/index/get_funding/funding_resources/guidance_templates.htm</a>
Sample staffing plan	Template E (as above)	
Sample volunteer role description	Template G (as above)	
Funding and other resources to encourage young people into volunteering	'V' – a charity set up to encourage more young people (16-25 year olds) to volunteer	<a href="http://www.wearev.com/">http://www.wearev.com/</a>
The minimum wage, current rates and changes to the legislation	Regular updates are posted on the Department of Trade and Industry (DTI) website	<a href="http://www.dti.gov.uk/employment/pay/national-minimum-wage">www.dti.gov.uk/employment/pay/national-minimum-wage</a>
Health and safety guidance	Detailed guidance is available from the Health & Safety Executive (HSE)	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
Practical fact sheets, information notes and other forms of guidance on most aspects of good practice in the safe and efficient operation of sports and recreation facilities and sports development programmes	The Institute for Sport, Parks & Leisure (IPSA)	<a href="http://www.ispal.org.uk/info_hub.cfm">www.ispal.org.uk/info_hub.cfm</a>
	The Institute for Sport & Recreation Management (ISRM)	<a href="http://www.isrm.co.uk/products/">www.isrm.co.uk/products/</a>
Training Courses for aspiring and professional personal fitness instructors	The YMCA Fitness Industry Training charity – YMCAfit	<a href="http://www.ymcafit.org.uk/coursedetail">www.ymcafit.org.uk/coursedetail</a>
Top tips and fact sheets aimed at volunteers in sport covering a wide range of issues including recruitment and screening, risk assessments etc	'runningsports' (developed and funded by Sport England to provide skills and support for volunteers working in all sports)	<a href="http://www.runningsports.org">www.runningsports.org</a>
Links to all the national governing bodies of sport to find out their coaching and training resources and courses	The Central Council for Physical Recreation (An independent umbrella organisation for national governing and representative bodies of sport and recreation in the UK)	<a href="http://www.ccpr.org.uk">www.ccpr.org.uk</a>
Details of Coaching for Teachers (CfT) programme providing opportunities for teachers and Adults Other Than Teachers (AOTTs) who contribute to school sport through the extended curriculum	Sports Coach UK	<a href="http://www.sportscoachuk.org">www.sportscoachuk.org</a>
Details of Sports Leaders awards for young people	Sports Leaders UK	<a href="http://www.bst.org.uk">www.bst.org.uk</a>
Details of The Children's Workforce Strategy	Workforce reform – Every Child Matters	<a href="http://www.everychildmatters.gov.uk/delivering-services/workforce-reform/">www.everychildmatters.gov.uk/delivering-services/workforce-reform/</a>
	To this end, the DCSF has developed The Children's Workforce Strategy – employer-led reform through the Children's Workforce Development Council	<a href="http://www.everychildmatters.gov.uk/resources-and-practice/IG00210/">http://www.everychildmatters.gov.uk/resources-and-practice/IG00210/</a>
Detailed information on how to provide a professional induction for any adults supporting learning in schools	School Induction Pack for Adults Supporting Learning (ASL) – this pack by Sports Coach UK and the Association for PE replaces the School Induction Pack for Adults Other Than Teachers (AOTTS)	<a href="http://www.afpe.org.uk/public/publications_listing.htm">http://www.afpe.org.uk/public/publications_listing.htm</a>
		<a href="http://www.1st4sport.com/1st4sportsite/pages/product/product.asp?prod=B40280">http://www.1st4sport.com/1st4sportsite/pages/product/product.asp?prod=B40280</a>

# **Marketing and hard-to-reach groups**

## Marketing and hard-to-reach groups

Effective marketing is essential to developing community use. Firstly, this means ensuring the nature of the facility and the programme of activities reflect the aims of the project and the findings from community consultation. Secondly, it means promoting them in a way that reaches the right audience and gives them a message relevant to their interests. It is extremely difficult to sell someone something they do not want.

The basis of effective marketing is often explained in terms of shaping four elements known as the 'four Ps' – product, price, promotion and place. For a community sport or arts facility, 'product' means the range of activities on offer, 'price' the charging structure, 'promotion' the advertising and related sales techniques, and 'place' the quality of the facility itself and the times it is available.

For most schools, one of the key marketing decisions is whether to hire your facilities on a regular basis to a few sports clubs or groups, or whether to programme it more actively with 'pay and play' sessions for casual users, classes (e.g. dance, yoga) and developmental activities (perhaps targeted at specific groups within the community).

The former is easier to plan and manage and less risky. It is probably more suited to schools with smaller, more basic and less conveniently located facilities. The latter is better at developing sport and arts, has greater community benefits, puts the school more at the heart of the community and – potentially – can attract more users and generate more income. But it needs more active and professional management and the income generated is more uncertain. Generally it is most suited to schools with larger, more extensive facilities located in 'high visibility' locations.

If you plan to manage the programme 'in house', you will need to draw up a marketing plan as part of your business plan. If control is transferring to a third party, the marketing plan will be their responsibility – but make sure you are happy with their proposals. Key elements of the plan – e.g. the core programme hours, activities and charges – should be documented in the Transfer of Control Agreement. The agreement should also make provision for annual review and approvals for new marketing proposals.

### Key principles

- Before deciding on your marketing strategy – programmes, prices and promotions etc – spend some time finding out about your local community, other sports and arts services available to them locally, what they charge, how they are promoted – so that your plans are clearly shaped by what people need and can afford.
- Consider the particular needs of different groups in your local community and how to overcome barriers they face in accessing your facilities and services. For example, a study support or community sport or arts programme in a rural school will need to consider carefully community transport needs, availability and costs.
- If your project seeks to engage with young people in deprived areas and/or young people not interested in traditional sport or arts activities, consider whether subsidies can be offered and how these can be funded. Think carefully about how your activity programmes can be tailored to address different interests.
- Having estimated the revenue costs of managing, staffing and sustaining your project, consider what sort of activities are successful in generating income – e.g. five a side football leagues, badminton, fitness classes, dance classes and children's parties – and build enough of these into your programme at the appropriate charges to sustain 'loss making' activities that may fit more closely with your aims for study support and community sport and arts activities.
- If, for ease of management and administration, your community use is restricted to a regular hires to existing sports clubs, ensure these clubs share your school's aims for sports development. Check they have open membership, trained coaches and effective policies for introducing and developing young people in their sport including policies aimed at attracting under-participating groups, e.g. women and girls, black and ethnic minorities and disabled people.

## case study: Paignton Community College

A key program at this NOPES funded four-court sports hall at the Paignton Community College is 'Body Management' for teenage girls (14-16 years) from schools around Torbay. Six secondary schools send around 15 girls for a ten-week course.

"These girls are targeted because they don't do much PE and they're not really interested in physical education," Mr Tony Callcut (Partnership Development Manager) said. "We consulted with the girls and the bottom line was that they didn't enjoy the existing PE program. So we developed a new program with a mixture of activity and fashion, including yoga, kick-boxing, fencing, trampolining and scuba diving; along with things like hair care, skincare and beauty makeup. We want to show them that there is a link between looking good and feeling good. It's recognised both nationally and locally that there's a big drop out, when girls get to their teenage years, so this was a way of re-engaging with them. Some of our girls now use our fitness suites off their own backs, some have joined local sports clubs and quite a few have asked to get back on the programme."

To find out more, go to [www.biglotteryfund.org.uk](http://www.biglotteryfund.org.uk)

## Sources of guidance

Best for...	Who/what...	How to find...
Sports development planning in developing a Programme of Use	Clubmark Resource Pack	<a href="http://www.sportengland.org/index/get_resources/resource_downloads/club_resources.htm">http://www.sportengland.org/index/get_resources/resource_downloads/club_resources.htm</a>
	Section 2.05 and 2.09 on the 'Get Funding Making It Happen' section of Sport England website and Sports Development Planning Template	<a href="http://www.sportengland.org/index/get_funding/funding_resources/guidance_templates.htm">http://www.sportengland.org/index/get_funding/funding_resources/guidance_templates.htm</a>
Promotion of sports facilities and programmes	Section 2.11 on the 'Get Funding Making It Happen' section of Sport England website	<a href="http://www.sportengland.org/index/get_funding/funding_resources/guidance_templates.htm">http://www.sportengland.org/index/get_funding/funding_resources/guidance_templates.htm</a>
Activities both in and outside school to improve the educational chances of children and young people from disadvantaged areas	'Schools Plus: Building Learning Communities', Report by Schools Plus Policy Action Team 11, DfEE, 1999	<a href="http://www.teachernet.gov.uk">http://www.teachernet.gov.uk</a>
Consultation with young people about access to positive activities	'Sport a Positive Activity – Guidance on the contribution of sport to positive activities for young people', DfES/Sport England, May 2007	<a href="http://www.sportengland.org">www.sportengland.org</a>
Practical fact sheets, information notes and other forms of guidance on marketing sports and recreation facilities and sports development programmes	The Institute for Sport, Parks & Leisure (IPSAL)	<a href="http://www.ispal.org.uk/info_hub.cfm">www.ispal.org.uk/info_hub.cfm</a>
	The Institute for Sport & Recreation Management (ISRM)	<a href="http://www.isrm.co.uk/products/">www.isrm.co.uk/products/</a>
Designing and implementing sports projects in neighbourhood renewal areas	renewal.net, on-line guide to what works in neighbourhood renewal. Documents on the site include 'how to' guides, case studies and project summaries	<a href="http://www.renewal.net/toolkits/SportsToolkit">www.renewal.net/toolkits/SportsToolkit</a>
Details of initiatives in schools to encourage greater participation in PE and Sport by girls	Youth Sport Trust – e.g. campaign for more dance mats in schools	<a href="http://www.youthsporttrust.org">www.youthsporttrust.org</a>



# **Booking and membership systems**

## Booking and membership systems

Booking and membership systems are marketing tools to make it easier to attract and retain community users and to plan your staffing needs.

If the programme is to be managed by the school, you will need to decide who will be responsible for taking bookings, what kind of booking system it will be (e.g. in person, by telephone, paper-based or computerised, on-line or a combination of these), how people find out about the system, whether casual pay-and-play use can be accommodated as well as pre-booked use, how to deal with cancellations, whether to have a membership system and, if so, what benefits will be offered in terms of advance booking privileges, reduced or free session charges, and so on.

Along with other facets of marketing, this area of the operation of community sport and arts facilities is one of the most challenging for schools. It requires dedicated time and specialist skills in customer care, cash handling and, in case of computerised systems, training in the use of the specialist software. The lack of a well-managed and well-promoted booking system for community use is a common reason for poor take-up in many schools. It is also the reason why many schools with sufficiently large community operations choose to contract with a specialist operator with skills and expertise in these areas.

### Key principles

- Consider the needs of your community users and who you are aiming to attract in deciding on the booking system for your community use programme. If you are aiming to attract young people who do not normally participate in sport for example, insisting on advance booking or use by members only is unlikely to work.
- Strike a balance between what is best for your target communities and what you are able to afford. Buying, maintaining and training staff how to use a top of the range computerised management information system with online booking options will be quite costly when all you may need is a dedicated phone line and a simple paper-based booking system for your school sports hall or drama studio.
- The local authority sports centres and swimming pools will operate existing systems in your area. Consult with your local leisure services manager about these and explore whether there may be mutual benefit in using the same system or, perhaps, the local authority providing your booking and membership services on your behalf.

### Sources of guidance

Best for...	Who/what...	How to find...
Industry standards and good practice in providing a customer focused management framework, including provisions for repairs and renewals	QUEST Facilities Management Model – the UK quality accreditation scheme for sport and leisure	<a href="http://www.questnbs.info">http://www.questnbs.info</a>
An operational handbook for sports and recreation facilities including booking and membership services	The Institute of Sport & Recreation Management (ISRM) Integrated Management System 2nd Edition	Available in pdf file format to download at: <a href="http://www.isrm.co.uk/products/mang_integrated.html">http://www.isrm.co.uk/products/mang_integrated.html</a>
List of organisations that provide membership software systems including addresses, telephone, fax and email, websites	Guidance Note B8, The Institute for Sport, Parks & Leisure (IPSA)  Also see database of Current Articles on booking and membership issues – eg. member retention	<a href="http://www.ispal.org.uk/info_hub.cfm">www.ispal.org.uk/info_hub.cfm</a>

# **Repairs, maintenance and renewals**

## Repairs, maintenance and renewals

Extending the hours of use and intensity of use of the School's sports and arts buildings and specialist equipment will impact on costs of day-to-day repairs and on the frequency of planned maintenance and redecorations. It will also impact on how often some major items, such as sports playing surfaces, need replacement.

These increased costs need to be allowed for in your revenue estimates to ensure the community facilities remain financially sustainable.

A classic example is a floodlit artificial grass playing pitch. Longer hours of operation and greater intensity of use will require more frequent routine sweeping and litter picks, more fencing repairs and bulb replacements and, most important, more frequent relaying of the playing surface itself. These costs need to be budgeted for alongside the revenue account for the operation of the community facilities and a sum set aside each year to meet the cost of replacing the pitch surface and shock pad (if applicable) when necessary. Consider the whole life-cycle costs of playing surfaces and make a provision within the annual budget for a replacement or 'sinking' fund.

### Key principles

- Do not overlook the likely impact of longer hours and greater intensity of use on the cost of repairs and maintenance both to the buildings and equipment.
- Make adequate provision for these additional costs in your financial projections.
- Treat renewal and replacement costs separately from repairs and maintenance costs, consider what items are likely to need renewing and replacing and at what intervals.
- Talk with other schools and leisure centre operators and with suppliers to check your assumptions. Make sure you have allowed for the full cost of a replacement, e.g. changing a blown floodlight bulb is likely to involve costs for machinery or a scaffold tower and the time of the engineer to do the work.
- Where practical in terms of cost, available storage space and set up times, look to community groups and sports clubs using their own equipment rather than the school's. Where groups and clubs need to use equipment belonging to the school, take repair and replacement costs into account in setting hire charges.

### Sources of guidance

Best for...	Who/what...	How to find...
Industry standards and good practice in providing a customer focused management framework, including booking and membership services	QUEST Facilities Management Model – the UK quality accreditation scheme for sport and leisure	<a href="http://www.questnbs.info">http://www.questnbs.info</a>
An operational handbook for sports and recreation facilities including booking and membership services	The Institute of Sport & Recreation Management (ISRM) Integrated Management System 2nd Edition	Available in pdf file format to download at: <a href="http://www.isrm.co.uk/products/mang_integrated.html">http://www.isrm.co.uk/products/mang_integrated.html</a>
Guidance on repair needs and typical lifecycles of specific sports surfaces	Technical Design Notes on specific facility types – e.g. Synthetic Turf Pitches, Multi Use Games Areas, Sports Halls, on Facilities Guidance section of Sport England website	<a href="http://www.sportengland.org/index/get_resources/resource_downloads/facilities_guidance/facilities_guidance_documents.htm">http://www.sportengland.org/index/get_resources/resource_downloads/facilities_guidance/facilities_guidance_documents.htm</a>

# **Keeping the revenue finances on track**

## Keeping the revenue finances on track

Whatever forecasts you made in your business plan for the running costs and income of the community operation, these are unlikely to be borne out by the actual costs and income. As with any new project, something always costs more than originally envisaged and the unexpected will happen along the way. Also, it takes time for a community programme to develop to its full potential.

The finances of the community operation should be separated as far as is reasonably practical from other school budgets. This will involve apportioning certain costs between school budgets and community budgets. While often difficult to do with any accuracy, the process is necessary to comply with the Government requirement that a school's financial management and reporting should identify separate spending on those activities that are not eligible for funding from the delegated budget – i.e. activities that are solely for the community. Schools can do this within the main school account if they use separate coding arrangements. The DCSF introduced changes to the 'Consistent Financial Reporting Framework' from 2006/07 that create additional codes to capture separately income and expenditure that relate to activities that cannot be funded from a school's delegated budget. Where extended school activities are significant, largely free-standing and managed separately, a separate bank account is likely to be appropriate.

The main areas of expenditure that are likely to need apportioning are:

- Overheads (e.g. rates).
- Energy and utility costs.
- Maintenance and repair costs – buildings and equipment.
- Cleaning.
- Insurances, legal and audit.
- Shared staff costs (e.g. reception, administrative staff, caretakers).
- Replacement costs.

There are different models for apportioning these costs – e.g. according to hours of use, numbers of users, square metre rates. Whatever method is used, it is important that it is clear, definite and agreed by all parties.

### Key principles

- Establish separate budgets for the community use – both for income and apportioned costs.
- Agree a method of apportioning costs and stick to it.
- Set up a system for financial accounting and for regular and frequent review and reporting so that any problems can be spotted and remedied quickly.
- Allow a contingency of 3 – 5% to cope with the unforeseen.

### Sources of guidance

Best for...	Who/what...	How to find...
Specific advice and troubleshooting	Extended Schools Remodelling Adviser	Find contact via your local authority website and Children & Young People's Service
Good practice standards in budget monitoring and control	Schools Financial Management Standard & Toolkit, DfES	<a href="http://www.teachernet.gov.uk/management/schoolfunding/">www.teachernet.gov.uk/management/schoolfunding/</a>
Business Development Toolkit designed for childcare services (NB. adaptable for use with sport and arts services)	The Toolkit includes templates for revenue budgets etc. Developed by 4Children in association with Playlines.	<a href="http://www.playlines.org.uk/products/toolkit.asp">www.playlines.org.uk/products/toolkit.asp</a>

# Monitoring and evaluation

## Monitoring and evaluation

Establish a sound monitoring and evaluation system for your community activities at the outset. This will help you keep on track and ensure its ongoing financial sustainability.

Having basic performance data will help the governing body to recognise which activities and programmes have worked well and which have not; and which community groups targeted at the outset have been attracted and which have not.

This data will enable the school to make informed decisions on its future programme development, help to support future funding applications to other agencies and provide evidence of achievement to existing funders, the school community and the wider community.

If the management of your project is contracted to a third party, ensure that there is a requirement in the transfer of control, PFI or other agreement to monitor and report against agreed key indicators. With external management, ensure the contractor maintains records and reports on failures in areas such as opening hours, cleaning, maintenance and overall user satisfaction levels. In some contract arrangements, failures to meet the required standards can lead to financial penalties.

The statutory purposes for school inspection already include a requirement to evaluate and report on schools' contributions to the Every Child Matters outcomes. This includes an evaluation of the extent to which enrichment activities and extended services contribute to children's and young people's enjoyment and achievement.

During Ofsted's new shortened inspections, it will not be possible for inspectors to visit all extended activities, but evidence about their quality and take-up will form part of inspectors' discussion with the school, and of their consultation with parents and some of the agencies which work with the school to provide the services. Ofsted will be asking the school leadership team:

- Why did the school decide to offer these particular extended opportunities?
- How are they impacting on standards and achievement?
- How well are the activities and services used?

### Key principles

- Establish key performance indicators at the outset: these should relate to your aims and be simple to collect.
- Collect the data and review the findings regularly.
- Use the data to inform decisions on changes to your programme or other aspects of your business plan and to showcase your successes to Ofsted and others.

### Sources of guidance

Best for...	Who/what...	How to find...
Introduction to the principles of measuring performance	Section 2.13 'Measuring Performance' on the 'Get Funding Making It Happen' section of Sport England website	<a href="http://www.sportengland.org/index/get_resources/resource_downloads/club_resources.htm">http://www.sportengland.org/index/get_resources/resource_downloads/club_resources.htm</a>
Sport England KPI's, definitions of terms, practical resources, guidance on monitoring and evaluation	Sport England M&E Toolkit	<a href="http://www.aelz.org">www.aelz.org</a> (Active England Learning Zone website)
Focus on evaluation of arts education but also useful for anyone who organises, funds, delivers or takes part in participatory arts projects	'Partnerships for Learning: A guide to evaluating arts education projects', Arts Council England 2004	<a href="http://www.artscouncil.org.uk">www.artscouncil.org.uk</a>
Tips and hints on simple monitoring techniques for sports projects	renewal.net, on-line guide to what works in neighbourhood renewal. Documents on the site include how to guides, case studies and project summaries	<a href="http://www.renewal.net/toolkits/SportsToolkit">www.renewal.net/toolkits/SportsToolkit</a>
Advice on evaluating success in areas such as pupil inclusion and the development of confidence and competence in PE and sport	'High-quality PE and sport for young people: A guide to recognising and achieving high-quality PE and sport in schools and clubs', DfES March 2004	<a href="http://publications.teachernet.gov.uk">http://publications.teachernet.gov.uk</a>
How to evaluate the effectiveness of extended school services in accordance with the Ofsted inspection framework	'Evaluation Know-How Leaflet'	<a href="http://www.teachernet.gov.uk/wholeschool/extendedschools">http://www.teachernet.gov.uk/wholeschool/extendedschools</a>

# **Strategic planning and the roles of Local Authorities**

## Strategic planning and the roles of local authorities

### Strategic planning

The first step towards forming your proposals is to consider how the School and your vision for sports or arts development within the School sit within the overall strategic framework for children and young people's services in your area. Failure to plan strategically with other schools and outside agencies in your area can lead to duplication, programmes or facilities that cannot be sustained financially or other problems down the line. If you have new sports or arts facilities in mind, do not fall into the trap of starting with a design!

Working through 'Children's Trust' arrangements, local authorities take the lead in strategically planning and auditing extended schools core offer and producing a 'Children and Young People's Plan'. This will include consideration of how best to meet locally the new National Standards for Positive Activities. Local authorities also take the lead in determining the 'Strategy for Change' in their areas for transforming secondary education through new and remodelled schools funded via the Government's 'Building Schools for the Future' (BSF) programme. From 2008, local authorities will also be responsible for setting out a similar strategic vision for the new 'Primary Capital Programme' for primary schools in their area.

Check out the Community Strategy and Local Area Agreement published by your local authority and the themes and aspirations within them. District, County and Unitary authorities often also publish more detailed plans called cultural strategies. These will be based on a local audit of facilities, venues, clubs and organisations and have involved consultation with local people. They can include specific strategies for art, sport and recreation/physical activity including open space and playing pitches.

Aim to get an overview of these strategies for your local authority area, find out what other schools in your area are doing, and pinpoint the potential impacts and opportunities for your plans.

The local authority often owns the land and buildings and has control over planning consents and highways issues. Check for consents. Check that there are no covenants over any part of your land.

### case study: Strategic planning for extended schools core offer in a single tier, 'unitary', local authority

In 2003, Portsmouth City Council set up an 'Extended Schools Steering Group' with representatives from schools to agree a citywide strategy for extended schools core offer. Following consultation with head teachers and governors, the city's 74 schools formed five area based 'Community Improvement Partnerships'.

To find out more, go to [www.portsmouth.gov.uk](http://www.portsmouth.gov.uk)

### case study: Strategic planning for extended schools core offer in a two-tier local authority area

Devon County Council set up a central Extended Schools Team and a network of regional Extended Schools Co-ordinators recruited by appointment panels involving local head teachers. Local Learning Communities (LLCs) across the county nominate one head teacher to be the local contact for the Regional Extended Schools Co-ordinators.

To find out more, go to [www.devon.gov.uk](http://www.devon.gov.uk)

### Key principles

- Allocate sufficient staff resource and time to this strategic needs assessment.
- Head teachers are unlikely to have sufficient time to dedicate to meetings and discussions with other schools and the local authorities. If so, select another member of the management team or a governor to lead and report back.
- Identify and take advice from strategic planners for sport and arts in your local area in assessing community needs, for example the lead officer for PE and Sport in your local education or children and young people's service, the Director of the County Sports Partnership, the local authority lead officers for sport and arts development, the Partnership Development Manager for the School Sports Partnership.
- Beware of being overly influenced by 'single interest' community sport or arts lobby groups in determining your school's plans for new sport and arts facilities and extended services.

## Sources of guidance

Best for...	Who, what...	How to find...
Advice on strategic fit of school/college plans for extended services in sport and arts and/or new or remodelled facilities with unmet needs of the local community	Local Authority (County or Unitary Council): Strategic Lead Officer(s) for PE& Sport and for Arts (primary & secondary)	Contact via County/Unitary Council switchboard or website
	Extended Schools Remodelling Adviser (primary & secondary)	Contact via County/Unitary Council switchboard or website
	Building Schools for the Future Manager (secondary only)	Contact via County/Unitary Council switchboard or website
	County Sports Partnership Director (all)	Contact via Sport England website
	Local Authority (Unitary or District Council): Head of Leisure Services (or equivalent strategic lead officer for community sport, arts) (all)	Contact via District Council switchboard or website
Initial advice on local town planning issues (if planning new or extended facilities)	Partnership Development Manager (School Sport Partnership)	Contact via Local Authority lead person for Physical Education and/or Sport
	Local Authority Planning Development Control Officer	Contact via County/Unitary or District Council switchboard or website (as appropriate)
Strategic planning process for new community sport facilities or services	Information on satisfying Sport England's requirements if proposal is on a playing field	<a href="http://www.sportengland.org/index/get_resources/planning_for_sport_front_page/planning_for_sport_playingfields.htm">http://www.sportengland.org/index/get_resources/planning_for_sport_front_page/planning_for_sport_playingfields.htm</a>
	Background information on relevant local plans for sport	<a href="http://www.sportengland.org/index/get_resources/planning_for_sport_front_page/planning-for_sport_policy_context/planning_for_sport_policy_context_local.htm">http://www.sportengland.org/index/get_resources/planning_for_sport_front_page/planning-for_sport_policy_context/planning_for_sport_policy_context_local.htm</a>
	Information on local Sport & Recreation/physical activity strategies – Sport England 'Planning Across Boundaries' resources	<a href="http://www.sportengland.org/pab">http://www.sportengland.org/pab</a>
	Information on local sport and active recreation participation – Active People	<a href="http://www.sportengland.org/active_people.htm">http://www.sportengland.org/active_people.htm</a>
Guidance to help schools plan and fund their extended opportunities (NB: generic, not sport or arts specific)	Information on local sports facility provision – Active Places (you will need to go through your relevant local authority to access the more advanced tools)	<a href="http://activeplaces.com">http://activeplaces.com</a> <a href="http://activeplacespower.com">http://activeplacespower.com</a>
	Planning and funding extended schools: a guide for schools, local authorities and their partner organisations, DfES (2006)	Download or order copies online at <a href="http://www.teachernet.gov.uk/publications">http://www.teachernet.gov.uk/publications</a>
Information on DCSF requirements that need to be met if proposal affects school playing fields	Plus technical guidance and case studies are available from:	<a href="http://www.teachernet.co.uk/extendedschools">http://www.teachernet.co.uk/extendedschools</a>
		<a href="http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/schoolslandandproperty/schoolplayingfield/">http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/schoolslandandproperty/schoolplayingfield/</a>

# Consultation

## Consultation

### The local authority

The local authority (County, District or Unitary Council) should be the first port of call in establishing whether your School's vision for sport or the arts – be it for a new facility or for a new service using facilities your school has already – 'fits' with the proposals of other local schools and with local community needs, for example the needs of children and young people to access 'Positive Activities'. This will help to fill gaps in services and avoid duplicating existing provision.

It is usually better to talk first with the Council before consulting more widely with children, parents, staff and the local community generally. Who to consult with in local authorities will vary from authority to authority. The Director of Leisure/Sports Service Manager/Sports Development Manager (Unitaries, District Councils, London Boroughs) should know about local facilities and, to some extent, community needs. The Extended Schools Remodelling Adviser in your local authority should have an overview of what other schools are planning. Some larger local authorities have a PE Inspector and/or an education strategy officer. Your Schools Sport Partnership (SSP) Partnership Development Manager will also be able to help.

Once your broad vision for sport or the arts has in principle support from your local authority, wider consultation needs to take place. This wider consultation needs to test your initial needs assessment, firm up the concept and engage fully the support of both the school community and external communities.

### Other consultees

The Education Act 2002 requires that as well as the local authority, schools consult with the school's pupils, their parents, staff and other groups or individuals that are deemed appropriate by governors when considering community activity.

### Benefits of consultation

Seeking the views of the whole community will gain support for your proposals and, if your proposals include new or remodelled facilities, will help minimise objections to difficulties caused by your building programme. A supportive community can contribute by taking up the sport or arts opportunities offered, by volunteering to help with their governance, administration or coaching, and by word-of-mouth marketing – all of which will help ensure the sustainability of the facilities. One of the benefits of consultation is that it can unearth previously unknown resources and expertise.

### Key principles

- Work to ensure that disabled people and people from different ethnic and religious groups in your community are consulted and included. Consider support needed for all to participate fully in consultation, for example access to translators and/or signers.
- Use imaginative and effective ways of consulting with children and young people themselves so that the sport and arts activities reflect their needs and aspirations and are attractive to them.
- Use consultation to support sustainability by –
  - Mapping opportunities already available and identifying needs for additional activities.
  - Ensuring the best use of resources, by identifying the cost implications (time, people, funding) of setting up new activities.
  - Ensuring all parents, pupils and staff are able to contribute.
  - Identifying appropriate charging schemes and which activities the wider community are able and/or willing to pay for.
  - Shaping what form activities should take.
  - Identifying where activities are best located and at what times they need to be provided.

## case study: Consultation on Extended School Services at Acton High School

Acton High School canvassed all pupils by questionnaire. All forms were filled in during tutor lessons so that tutors could stimulate debate about what an extended school may be able to offer. This also got the staff thinking about the potential of the extended school. Analysis of the results revealed what pupils thought about the existing offer, what they wanted, and trends and attitudes. A music technology club, a creative writing club and professional writers and artists working with students are just a few examples of the activities set up as a direct result of the consultation.

## Sources of guidance

Best for...	Who/what...	How to find...
Ways to consult with children on design	The School Works Toolkit	<a href="http://www.school-works.org">www.school-works.org</a>
Guidance, case study examples and sample questionnaires for consultation on extended services	Consultation Know-How Leaflet', 2006	<a href="http://www.teachernet.gov.uk/docbank">http://www.teachernet.gov.uk/docbank</a>
Consultation with young people about access to positive activities	'Sport a Positive Activity – Guidance on the contribution of sport to positive activities for young people', DfES/Sport England, May 2007	<a href="http://www.sportengland.org">www.sportengland.org</a>
Consultation with children on building design	'Joined-Up Design for Schools', Sorrell Foundation July 2006	<a href="http://www.thesorrellfoundation.com">http://www.thesorrellfoundation.com</a>
Consultation and Extended Schools	'An Introduction to Extended Schools – providing opportunities and services for all', DfES 2002	<a href="http://www.teachernet.gov.uk">www.teachernet.gov.uk</a>
Website aimed at helping 11 to 17 year olds to assess their suitability to take part in different sports and activities and signposting to clubs	Sportsearch - an online system	<a href="http://www.sportshub.com">www.sportshub.com</a>
Research data on PE and school sport participation and needs	PESSCL survey data for each secondary school	The Partnership Development Manager for the local School Sports Partnership



# Partnerships

## Partnerships

Having consulted widely, the next step is to develop links with and gain the support of key local agencies to help you turn your project into reality.

### Local authority

You will need to maintain the active support of your local authority's Children and Young People's Service throughout. The local authority is critical to decision-making as the source of funding and strategic lead on the Children and Young People's Plan and Extended Schools, the BSF 'Strategy for Change' and, from 2008, the Primary Capital Programme. If you are planning a new building, the local authority is critical as landowner and planning authority.

### Local Education Partnership

To drive the delivery of their BSF 'Strategy for Change' programmes for secondary schools, some local authorities are forming 'Local Education Partnerships' (LEPs) as joint ventures between the local authority and its chosen private sector partner. Typically an LEP will –

- Work with the local authority and other local stakeholders to develop strategic investment plans for secondary education for the area.
- Act as the single point of contact for procuring and providing all the services needed to deliver the investment programme – ranging from design, construction, project management and maintenance to ICT services.
- Integrate and manage a diverse range of supply chain sub-contractors – ranging from building contractors and Facilities Management services providers to ICT suppliers.
- Enable delivery of projects through a mix of procurement routes – PFI and conventionally funded.

Your school will need to start planning and talking with the BSF team in your local authority well before the LEP is in place as, whilst the LEP will take on the strategic planning function, much will be completed before the LEP is formed.

Making sure that community access is provided for and adequately protected is a key challenge that needs to be addressed early on in framing the management specifications that the LEP will work to. If your school is part of a BSF programme being procured by an LEP, make sure you keep fully apprised on progress of these discussions through regular briefings with your BSF Project Manager. This will help to ensure your sports or arts development vision is not compromised. Due to the financing arrangements, many of the PFI contracts entered into by local authorities or LEPs are for 20 years or longer. It is much better to get it right at the beginning than to try to re-negotiate contract terms part way through.

Talk to other schools or local authorities who have experience of the LEP approach (for example Bristol and Coventry) and find out how they have safeguarded community sports and arts development in their BSF projects.

## case study: Bristol City Council – Hengrove Academy

In July 2006, Bristol City Council was the first local authority to form a Local Education Partnership (with Skanska Education) to deliver the city's Building Schools for the Future Pathfinder programme over the next 10 years. The LEP will develop and deliver all new Children and Young People's Services schools' capital projects in the City where their capital value is in excess of £0.5m. The first major project will be to replace the Hengrove Community Arts College with a new academy complete with arts facilities for use by the school and the community including an outdoor amphitheatre for the performing arts. A 'User Group' is in place to input to the planning, design and facilities management specification for the academy right up until handover by the LEP. The management specification will provide for use of the facilities, with a focus on learning. This will be extended to pupils' families and local people out of school hours with the aim of raising educational standards and attainment in this disadvantaged area of the City. The aim is to break with previous underachievement and low aspirations.

To find out more go to: [www.bristol.gov.uk](http://www.bristol.gov.uk)

## Specialist Colleges

For all Specialist Schools, the Director of Specialism could be a key partner. As part of their initial Specialist School Application, schools are required to audit needs in terms of their community: this includes intended partner schools (secondary and primary) and wider community groups. Specialist Schools may, therefore, hold some useful information in terms of Sports and Arts. Contact the Director of Specialism for further information.

## School Sport Partnerships

For all schools, the local School Sport Partnership (SSP) led by its Partnership Development Manager (PDM) will be a key partner. Since 2006, all schools in England have been part of an SSP working to the national PESSCL Strategy. While the PDM's prime responsibility is delivery of the PSA target of 2 hours a week of high quality PE and school sport, the PDM and his or her team of School Sport Coordinators will hold a wealth of knowledge and contacts useful in planning for community sport on your site.

## Community Sports Networks

Sport England aims to have Community Sports Networks (CSNs) in place across England by 2008. Usually CSNs are co-ordinated by the local authority sports or leisure service. These networks include local sporting interests from all sectors – private, voluntary and public – and link closely with the SSPs in their area. Maintaining a close relationship with the CSN for your area will help ensure the active support and involvement of local sports clubs in shaping and sustaining your project. If such a network does not yet exist in your area, seek support and advice from the Director of your County Sports Partnership (CSP) – these are in place in all 45 English counties – and from the lead officer for leisure services within your local authority.

## Key principles

- Identify key individuals within the local authority, the local specialist sport or arts college, the SSP, the CSN and/or the CSP and District/Borough Leisure Services and seek their support for, and active involvement, in your project.
- Whether your school is part of a BSF Strategy for Change programme or not, make sure your local authority's BSF Manager is fully aware of your school and its plans well before the LEP or PFI contractor is engaged.
- If the School's plans for community sport or arts are limited to a small out-of-hours programme delivered by one or a small number of local clubs and groups using existing facilities, work with these groups to develop partnership agreements that protect the interests of all parties while delivering real sport and arts benefits to the school and the community.

## Sources of guidance

Best for...	Who/what...	How to find...
Local Education Partnerships Guidance	'Guidance for local authorities on Local Education Partnerships', DfES  'BSF Local Education Partnership Model' DfES	<a href="http://www.dfes.gov.uk/publications/">www.dfes.gov.uk/publications/</a>  <a href="http://www.bsf.gov.uk">www.bsf.gov.uk</a>
Learning from the experience of headteachers and managers in schools	Youth Sport Trust Xchange  TeacherNet - run by the Communications Unit of the DCSF	<a href="http://www.youthsporttrust.org">www.youthsporttrust.org</a>  <a href="http://www.teachernet.gov.uk">www.teachernet.gov.uk</a>
Partnerships for Extended Schools Core Offer	Extended Schools – Providing opportunities and services for all, DfES, 2002	<a href="http://www.dfes.gov.uk/publications/">www.dfes.gov.uk/publications/</a>
Partnerships for Building Schools for the Future	Strategy for Change – BSF Guidance for Local Authorities	<a href="http://www.bsf.gov.uk">www.bsf.gov.uk</a>
A practical guide for volunteers in clubs on how to develop partnerships between clubs and schools	'Developing Partnerships with Clubs and Schools: a guide for sports volunteers', runningsports (developed and funded by Sport England to provide skills and support for volunteers working in all sports)	Available to purchase on the Coachwise 1st4sport website: <a href="http://www.1st4sport.com/1st4sportsite/product">www.1st4sport.com/1st4sportsite/product</a>
Designing and implementing sports projects in neighbourhood renewal areas	renewal.net, on-line guide to what works in neighbourhood renewal. Documents on the site include 'how to' guides, case studies and project summaries	<a href="http://www.renewal.net/toolkits/SportsToolkit">www.renewal.net/toolkits/SportsToolkit</a>

# Resourcing the work

## Resourcing the work

The next step is to agree who is going to take the work forward and their terms of reference.

Even the most modest programme for community sport and arts will require many decisions, e.g.

- Who will be responsible for opening up when a community group arrives and locking up after they leave?
- Where will they change if they need to?
- Who will put out any equipment and put it away afterwards?
- What happens if there is damage to the premises or equipment?
- How will insurance, health and safety and child protection issues be resolved?
- What should the charges be, how will payment be made and cash handled?

Projects involving new or remodelled buildings or playing areas will require many more decisions.

### Project working group

For this reason, it is best to set up a working group to manage the process. In most cases, this working group will report and make recommendations to the governing body, the final arbiter on the project. Make sure the working group has clearly set out terms of reference.

### Project champion

The most successful projects have a committed person to 'champion' the project, setting the timetable, securing funding, undertaking and delegating tasks, advocating the project to others and generally spurring people on.

In the case of large BSF rebuilding and remodelling projects led by a team in the local authority or by a Local Education Partnership (LEP), the individual schools may appoint a member of the management team or a governor to act as the school's project champion to liaise with the BSF team or LEP and report back to the governing body.

## Key principles

- Make sure your project champion has sufficient responsibility and delegated authority to allow the project to succeed.
- The project champion must be given sufficient time to develop the project properly – consider secondment or cover arrangements if necessary.
- Include a parent governor, someone who can represent the community and, where appropriate, a member of your School Council on your working group (as well as local authority, LEP representatives and sport and arts professionals) to help ensure the priorities identified in the original consultation do not get lost along the way.

## Sources of guidance

### Best for...

Governors as they work with schools on developing their plans for extended services.

Project Champion and members of Working Group

### Who/What...

'Extended Schools – A Guide for Governors', Training and Development Agency for Schools, March 2006

'Setting up extended services: A step by step guide'

### How to find...

Available to order from the National Governors Association - email: [governorhq@nga.org.uk](mailto:governorhq@nga.org.uk)

<http://www.teachernet.gov.uk/wholeschool>



# **Business planning**

## Business Planning

The next stage involves drafting a business plan for your proposals, whether these are limited to community access for sport or the arts or cover a wider range of extended school services. While your strategic plan will have set out how your programme or project fits with local needs and the plans of other schools and outside agencies in your area, the business plan will be specific to your proposals. The business plan will set out clearly in writing your aims, what you propose to do, when it will be done by, what it is likely to cost and how you will measure success. Having a good business plan is vital. It will help you to identify the resources needed, to gain support and funding from outside agencies, to keep track of progress and identify problems in good time and to maintain the confidence and support of the school's governing body and partners.

### Project aims

The business plan will start with your aims for sport and arts for both school and community. These should align with the relevant proposals in your School Improvement Plan. They should also reflect the outcomes of your strategic needs assessment and your consultation with partners (including other schools and all the other services involved – health, youth services, social services, child care etc) and communities.

The draft business plan will then map out your assumptions and choices about:

- Programming – when after school activities and study support will be offered to pupils, when access will be available to the community and what activities will be offered.
- Marketing – how pupils and the community will be attracted, including hard-to-reach groups.
- Management – how the community access and any additional facilities will be managed, maintained and staffed.
- Finances – what the proposals will cost (both capital and revenue) and how this will be financed; grants, fees and charges and usage assumptions, sponsorship, etc.
- Monitoring and evaluation – how performance will be monitored and managed and how the success of the project against its aims (the sport or arts outcomes) will be measured and evaluated.

If there is a capital element to your project – a new sports pitch or performance space for example – then preparation of the draft business plan will usually run in parallel with the preparation of the design feasibility study examining the practical aspects and costs of construction, and informing the financial strategy.

The draft business plan is the key document covering all the main elements that need to be in place for your project to be a success. (Some of the key principles to look out for and sources of guidance about the key components of the business plan are set out in later sections).

### Key principles

- Draft your business plan as early as possible – if you need to secure funding a draft business plan will be needed to support your application.
- Remember the business plan is a 'live' document; the business planning process is cyclical and the plan will need to be refined and updated regularly throughout the life of the project.
- Remember also that making a change to one element will impact on others. For example, a change to the aims – say to attract a particular hard-to-reach group – will have implications for the marketing strategy (you may need to lower charges for this group), for the financial strategy (reduced income), possibly for management (how a particular group is supervised) and for how success is monitored and evaluated.

## Sources of guidance

### Best for...

Planning and funding extended schools (NB: generic, not sport or arts specific)

### Who/what...

'Planning and funding extended schools: a guide for schools, local authorities and their partner organisations', DfES, 2006

### How to find...

Download or order copies online at <http://www.teachernet.gov.uk/publications>

Plus technical guidance and case studies are available from: <http://www.teachernet.co.uk/extendedschools>

Business Development Toolkit designed for Extended Schools

'The Extended Schools Business & Financial Planner' Includes templates for revenue budgets etc. Developed by 4Children in association with Playlines.

[www.playlines.org.uk/products/toolkit.asp](http://www.playlines.org.uk/products/toolkit.asp)

Preparing a business plan for a sport project

Funding guidance downloads and templates – 'Achieving your Goals, Making it Happen', Sport England

[http://www.sportengland.org/index/get\\_resources/resource\\_downloads/funding\\_information](http://www.sportengland.org/index/get_resources/resource_downloads/funding_information)

Business planning for schools developing community use of their facilities

'Open All Hours' – Managing Community Sports Facilities on School Sites, July 1997

Sport England publications  
Email (for order enquiries only): [sportebooks@twoten.press.net](mailto:sportebooks@twoten.press.net)

Business planning for schools developing community use of their facilities

Sportscotland 'Community Use of School Sports Facilities – Workbook', October 2000

[www.sportscotland.org.uk](http://www.sportscotland.org.uk)

# **Design and procurement**

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## Design and procurement

Well-designed facilities for the delivery of both the school PE and arts and of out-of-hours sport and arts activities will help to promote and increase community use.

By the same token, a poor design that fails to recognise the key issues when designing for a wide range of potential users at hours of use longer than the normal school day can scupper the most robust revenue projections within the business plan.

If your school proposes a new sport or arts building or outdoor facility or a re-modelling of an existing space, it is important to get specialist, professional advice. Your first step will be to contact your local authority or, if there is one, the Local Education Partnership.

Sustainability needs to be fundamental to the overall design approach. Minimising energy use and waste from the project will not only reduce the environmental impact of your project but also keep down running costs. Increasing energy bills in energy inefficient buildings is one of the biggest current issues facing local authorities and their management partners for schools, public leisure centres and swimming pools.

If your project is being procured under a PFI scheme, whether by the local authority alone or as part of a joint-venture Local Education Partnership, take advice early in the planning process to ensure your school and community local needs and objectives are fully recognised in the specification (avoiding a 'build to the minimum' approach). Also check that community access times and charges are protected for the long term in the PFI contract and that sufficient flexibility is in-built to allow for growth in community access over time.

If your project involves demolition of existing sport and arts facilities that were grant aided from the national lottery or other sources to make way for new or remodelled provision, discuss this with the funding distributor early on in the project planning process to agree a strategy to maximize overall community access and benefit.

### Key principles

The focus of this guide is on the benefits and principles of community sport and arts use of school sites, not facility design and procurement. Rather than try and cover the key principles here – which would make for a very long document – we direct you to the best sources for specialist guidance on design and procurement matters, including design for sustainability and accessibility approaches.

### Sources of guidance

There are many sources of design guidance for community use on school and college sites, some generic to all types of facilities to support extended schools core offer, others specific to sport and arts.

### New guidance

New design guides in production and due to be completed in 2007 include – [Designing Dual Use Sports Facilities on School Sites](#)  
Sport England

[A Sustainability Guide for Sports Facilities](#)  
Sport England

[Best practice in facility design for the arts in school environments](#)  
The Specialist Schools & Academies Trust and Arts Council England

[Design Guidance for College Projects](#)  
The Learning and Skills Council

The best and most relevant sources of information on design and procurement available currently are detailed in the table below.

## Sources of guidance

Best for...	Who/what...	How to find...
<b>Design</b> Design and planning of public sports facilities e.g. sports halls, swimming pools, activity studios, multi-use games areas, STP	Technical Design Notes and Facilities Guidance – ‘Achieving your Goals, Making it Happen’, Sport England	Available as downloads from: <a href="http://www.sportengland.org/index/get_resources/resource_downloads/facilities_guidance/facilities_guidance_documents.htm">http://www.sportengland.org/index/get_resources/resource_downloads/facilities_guidance/facilities_guidance_documents.htm</a>
Preparing a design brief and how to perform ‘the client’ role	‘Creating Excellent Buildings: A guide for clients’, CABE 2003	<a href="http://www.cabe.org.uk">www.cabe.org.uk</a>
Advice, particularly for schools and governors, on how to develop a design brief for projects in new and existing school building projects, as well as simple guidance on minimum recommended areas for all kinds of indoor and outdoor space	‘Building Bulletin 98’ (Secondary Schools) and ‘Building Bulletin 99’ (Primary Schools), DfES April 2004	<a href="http://www.teachernet.gov.uk/management/resources/finance_and_building">http://www.teachernet.gov.uk/management/resources/finance_and_building</a>
This publication, aimed at local authorities and schools, advises schools on how best to use their buildings to benefit their wider communities	‘Schools for the Future: Designing Schools for Extended Services’, DfES April 2006	<a href="http://publications.teachernet.gov.uk">http://publications.teachernet.gov.uk</a>
Using real schools as examples, this guide outlines the benefits of some remodelling and some new building over total replacement, and discusses what needs to happen when preparing for and implementing transformation, such as through BSF	‘Schools for the Future: Transforming Schools An inspirational guide to remodelling secondary schools’, DfES 2004	<a href="http://www.p4s.org.uk/design_guidance">http://www.p4s.org.uk/design_guidance</a>  Downloads available from: <a href="http://www.teachernet.gov.uk">www.teachernet.gov.uk</a>
Exemplar Designs, to demonstrate how high quality secondary and primary school designs could be achieved within the area and cost guidelines used as the basis of BSF funding	‘Schools for the Future: Exemplar Designs’ DfES 2003	<a href="http://www.p4s.org.uk/design_guidance">http://www.p4s.org.uk/design_guidance</a>
Encourages schools to consider how best to use their grounds for the educational, recreational and social needs of their pupils. It gives practical case studies of where schools have transformed their environment and brought new learning and excitement for their children, staff and the wider community	‘Schools for the Future: Designing School Grounds’, DfES October 2006	<a href="http://www.p4s.org.uk/design_guidance">http://www.p4s.org.uk/design_guidance</a>
Aimed at designers, school heads, local authorities and other providers. Includes several case studies	‘Schools for the Future: Inspirational design for PE & Sport Spaces’ DfES November 2005	<a href="http://www.p4s.org.uk/design_guidance">http://www.p4s.org.uk/design_guidance</a> This guide is available to download as a pdf file in four parts: PE & Sport Spaces parts 1-4.
Particularly aimed at professionals such as designers and local authority clients, this guide covers case studies of new build schools and also addresses refurbishment of existing schools	‘Schools for the Future: Design of Sustainable Schools: case studies’, DfES November 2006	<a href="http://www.p4s.org.uk/design_guidance">http://www.p4s.org.uk/design_guidance</a> This guide is available to download as a pdf file: Sustainable Schools: case studies
Uses CABE’s knowledge of best practice to help stakeholders, particularly the client, private sector partner and the school community achieve well-designed new and refurbished schools through PFI.	‘Achieving well designed schools through PFI: Client guide’, CABE Sept 2002	<a href="http://www.cabe.org.uk">http://www.cabe.org.uk</a>

## Sources of guidance

### Procurement

Key document templates for new buildings and facilities management services procured under the Private Finance Initiative

BSF standard documents list

[http://www.p4s.org.uk/Standard DocumentList](http://www.p4s.org.uk/StandardDocumentList).

Explains how qualifying providers of FE colleges can access capital funds from the LSC and the criteria surrounding access to that funding.

'Capital Handbook', Learning and Skills Council October 2002

<http://propertyservices.lsc.gov.uk/capitalhandbook/>

### Design and physical access for disabled people

Access for Disabled People

Design Guidance Note, Sport England 2002

Available as download from:  
[http://www.sportengland.org/index/get\\_resources/resource\\_downloads/facilities\\_guidance/facilities\\_guidance\\_documents.htm](http://www.sportengland.org/index/get_resources/resource_downloads/facilities_guidance/facilities_guidance_documents.htm)

Sport England publications

Email (for order enquiries only):  
[sportebooks@twoten.press.net](mailto:sportebooks@twoten.press.net)

Physical accessibility regulations

Part M of the Building Regulations – Disabled Access to and Use of Buildings, The National Building Specification (NBS) May 2004

[www.thebuildingregs.com](http://www.thebuildingregs.com)

<http://www.thenbs.com/BuildingRegs/>

### Sustainability

Sustainability

'Sustainable Schools for pupils, communities and the environment: An Action Plan for the DfES, DfES April 2007

<http://publications.teachernet.gov.uk/>



# Disability equality

## Disability equality

Since October 1999, when the Disability Discrimination Act (DDA) came into force, service providers have had to consider making reasonable adjustments to the way they deliver their services so that disabled people can use them.

In 2004, a further stage of duties under the DDA came into force requiring service providers to consider making permanent physical adjustments to their premises to afford disabled people access. Schools are required to produce accessibility plans and local authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

The Disability Equality Duty places a new positive duty on all public bodies not just to make facilities and services accessible but also to promote disability equality.

All primary and secondary schools maintained by a local education authority, and all local authorities themselves, are covered by the Disability Equality Duty. This means that, alongside their existing duties, schools and local authorities have to take proactive steps to promote disability equality for pupils, employees, and service users – including community users – and document these steps in a Disability Equality Scheme. Secondary schools in England should have put their Disability Equality Scheme into action by December 2006 and primary schools by December 2007.

### Key principles

The key principles underlying a school's Disability Equality Scheme are to –

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life, and
- Take steps to take into account people's disabilities, even where that involves more favourable treatment.

In terms of planning your project, it is important to remember that promoting disability equality is not just about ensuring physical accessibility for people with different forms of disability and compliance with the relevant Building Regulations to ensure access for all (sources of guidance on these physical aspects are given in the design section above). Disability equality is also about being proactive and promoting opportunities to disabled people within your management and marketing strategies, and evaluating success.

## case study: Highbury Community Campus, Birmingham

This new development is home to Queensbridge Fox Hollies Performing Arts College – awarded the Gold Arts Mark Award in 2002 in recognition of the cutting edge work of these two schools (one a special school) in the arts. It is supported by a number of professional partners including the Birmingham Royal Ballet and, latterly, the Freefall Dance Company which has modern studio and performance facilities within the College and provides opportunities for dancers of school leaving age with severe learning disabilities.

## case study: The Manor Sports College, Nottinghamshire

The Manor Sports College in Nottinghamshire has been a big hit with disabled sportsmen and women since the extended facility opened in April 2002. In addition to many other individuals from the local community, over 2,600 disabled people visit the facility annually to enjoy a whole range of sports and activities made possible by investment of £1.4 million of funding by Sport England and The Big Lottery Fund towards total project costs of over £1.9 million. The facility is also used as a 'world class cell' by the county badminton association and the Nottinghamshire Youth Games have also been held there.

### Sources of guidance

Best for...	Who/what...	How to find...
How to prepare a Disability Equality Scheme for your school	Schools and the Disability Equality Duty in England & Wales – Guidance for Schools	Disability Rights Commission website <a href="http://www.drc-gb.org">www.drc-gb.org</a>
Guidance on achieving the Equalities Standard in sports services (NB Generic guidance not limited to disability and equality)	'The Equality Standard: a framework document for sport', Sport England & sportscotland September 2004	The Equality Standard framework document and guidance is available to download as a pdf file at: <a href="http://www.sportengland.org/index/get_resources/resource_downloads/club_resources.htm">http://www.sportengland.org/index/get_resources/resource_downloads/club_resources.htm</a>



# Revenue funding

## Revenue funding

Whatever the scale of your community sport or arts programme, it will need funding either from the school's delegated budget or from new, external sources.

To work out the revenue funding you will need and whether the activity is eligible for subsidy from the School budget, it will be necessary to –

- Identify the sport or arts activities and programmes you intend to offer.
- Identify who they will be offered to – whether the pupils at the School, pupils from another maintained school, the parents and carers of pupils, the community or a combination of these groups.
- Work out the running costs associated with the activity – marketing, supervision, security, coaching/teaching, energy, equipment, repairs, renewals, cleaning and materials, licences, additional insurance, etc.
- Estimate any income from fees and charges.

## Delegated budgets

The School can use its delegated budgets to support or subsidise extended activities – including sport and arts – provided they have an educational benefit to children (whether attending the School or another maintained school) during term time. You may not use the School's budget to support extended activities that are solely for the community such as sports activities restricted to members of a local community sports club or a holiday play scheme based at the School.

## School Standards Grant

The Government is making an additional £150 million available in 2007-08 direct to schools via their School Standards Grant (SSG). Schools can use money from their SSG to support the development of extended services and activities. If your community sport or arts project involves a study support element for pupils and requires a subsidy you cannot fund from your existing delegated budget, then you should approach the Extended Schools Remodelling Adviser (ESRA) or the Business Support Officer in your local authority to discuss eligibility for additional funding. A further £238 million will be made available in 2007/08 to local authorities to fund the implementation of their local strategies for extended services.

## School and community bartering of services

Many schools and colleges are now successfully delivering sport and arts as part of after school clubs for their pupils in partnership with local community groups, meeting costs from their delegated budgets. One tried and tested model is for a school to offer a local sports club use of its sports hall or floodlit sports pitch for evening training at a rate subsidised from the school's budget in return for 'free' coaching services provided by the club to pupils attending after school club sessions.

## case study: Robert Clack School, Barking and Dagenham

Robert Clack School in Dagenham has benefited from a major sports lottery award to provide an Optimum model sports hall and other facilities for school and community use. The school has developed strong links with local sports clubs. Coaches and other Adults Other Than Teachers work in the school under strict guidelines set down by the Council's Children's Service. The coaches are not paid for their time. Instead, their host clubs benefit from subsidised hire rates when using the school's facilities for club training sessions or matches.

To find out more, go to [www.barking-dagenham.gov.uk](http://www.barking-dagenham.gov.uk)



## Key principles

- In preparing the financial strategy for your draft business plan, consider all the costs that you are likely to incur and allow for necessary repairs and replacements over time.
- VAT – Always make sure you check the VAT implications for your proposals with your local authority finance department and, if necessary, directly with your local Customs & Excise Office. Generally, local authorities do not have to charge VAT on fees to the community or pay VAT on the capital costs of building projects. However, this exemption on attributable input VAT is limited ('the 5% rule') and you will need to check whether your project can be delivered without triggering VAT on the build costs and charges. Schools and colleges not owned by the local authority are subject to different restrictions. 90 per cent of the usage of non-local authority schools and colleges must be for its principal activity. If it opens its doors to community users for more than 10 per cent of the time – about an hour a day after school – it may lose its zero rating and have to pay the 17.5% VAT on its capital cost. While the 2007 spring budget released Academies – including the academies with a focus on sport or the arts – from this restriction, it still applies to other non-local authority schools and FE colleges. VAT issues can be complex and open to local interpretation. The over-riding principle is always take professional advice. The teachernet resource has a 'practical know-how' section dedicated to accounting for VAT on extended schools activities.

## Sources of guidance

Best for...	Who/what...	How to find...
Financial planning of sport programme	Template D on 'Get Funding' section on Sport England website	<a href="http://www.sportengland.org/index/get_funding">www.sportengland.org/index/get_funding</a>
Use of delegated budgets to support or subsidise extended activities	Planning and funding extended schools: a guide for schools, local authorities and their partner organisations, DfES 2006, p42	Download from <a href="http://www.teachernet.gov.uk/extendedschools">www.teachernet.gov.uk/extendedschools</a>
Article with practical ideas on raising funding to sustain extended services	'Extended Schools: Money Matters Manual' ChildrenNow March 2007	<a href="http://www.childrennow.co.uk">http://www.childrennow.co.uk</a>
Current lottery programmes and criteria	Joint website of all 'Good Causes' distributors listing all open programmes	<a href="http://www.lotteryfunding.org.uk/">www.lotteryfunding.org.uk/</a>
Sport England funding programmes	'Get Funding' section on Sport England website and 'Finding Funding' Section 2.03 of 'Funding Support Pack'	<a href="http://www.sportengland.org/index/get_funding">www.sportengland.org/index/get_funding</a> <a href="http://www.sportengland.org/index/get_resources">www.sportengland.org/index/get_resources</a>
Accounting for VAT on extended schools activities	'VAT and extended schools Know-How', Teachernet	<a href="http://www.teachernet.gov.uk/wholeschool/extendedschools/practicalknowhow">http://www.teachernet.gov.uk/wholeschool/extendedschools/practicalknowhow</a>



## **Appendix A**

**Who's who - an at a glance guide**

# 1: Sport

Key Community Sports Organisations	Who they are	What they do	How to contact them
<b>National</b>			
Department for Culture the Media and Sport (DCMS)	Government department responsible for sport, the arts, tourism and the media.	It aims to improve the quality of life for all through cultural and sporting activities, to support the pursuit of excellence and to champion the tourism, creative and leisure industries. Its five strategic priorities include children and young people, and communities. Much of its work is done in partnership with Non-Departmental Public Bodies (NDPB) such as Arts Council England and Sport England.	<a href="http://www.culture.gov.uk">www.culture.gov.uk</a>
Sport England (SE)	NDPB responsible for community sport.	Advise, invest in and promote community sport in England to create an active and successful sporting nation. Source of guidance on sport.	<a href="http://www.sportengland.org">www.sportengland.org</a>
UK Sport (UKS)	The UK's high performance sports agency.	Lead agency for elite sports, dedicated to world class sporting success.	<a href="http://www.uk sport.gov.uk">www.uk sport.gov.uk</a>
Big Lottery Fund	UK wide lottery good causes distributor body officially established by Parliament in 2006.	Big Lottery Fund is committed to bringing real improvements to communities and the lives of people most in need and is responsible for giving out half the money for good causes raised by the National Lottery – a budget of about £630 million a year.	<a href="http://www.biglotteryfund.org.uk">http://www.biglotteryfund.org.uk</a>
Youth Sport Trust (YST)	Charity established 1994 with mission to support the education and development of young people through physical education and sport.	The YST plays a central role in helping to deliver the Government's PESSCL strategy, working with Specialist Sports Colleges and Academies with a focus on sport, School Sports Partnerships and Local Delivery Agencies. YST programmes (including TOPs) have been developed in conjunction with a wide range of partners with the aim of delivering high quality PE and sport to all young people, regardless of ability.	<a href="http://www.youthsporttrust.org">www.youthsporttrust.org</a>
Association for Physical Education (afPE)	Charity working as the physical education subject association for the UK.	The mission of the Association for Physical Education (afPE) is to be the UK representative organisation of choice for people and agencies delivering or supporting the delivery of physical education in schools and in the wider community. AfPE provides a national standard for school teachers and lecturers of physical education.	<a href="http://www.afpe.org.uk/">http://www.afpe.org.uk/</a>
Central Council for Physical Recreation (CCPR)	Representative body for National Sports Organisations in the UK.	Lobbies Government. Interests across sport, outdoor pursuits, movement and dance.	<a href="http://www.ccpr.org.uk">www.ccpr.org.uk</a>
Sports' National Governing Bodies (NGBs)	Controlling bodies for individual sports, e.g. Football Association for football.	Responsible for the governance and development of their sport from grassroots/community to excellence. Larger NGBs have funding streams for the development of their sport.	Contacts for all NGBs can be found at: <a href="http://www.allsportsinternational.co.uk/governingbodies.html">www.allsportsinternational.co.uk/governingbodies.html</a>
Sports Coach UK	Charitable organisation and the lead agency for the development of the UK Coaching System.	Develops the UK Action Plan for Coaching Framework, recruiting and supporting coaches, including coaching for teachers.	<a href="http://www.sportscoachuk.org">www.sportscoachuk.org</a>

# 1: Sport

Key Community Sports Organisations	Who they are	What they do	How to contact them
<b>National</b>			
Sports Leaders UK	Operating name of the British Sports Trust.	Develops and responsible for a series of sports leadership qualifications including Community Sports Leaders Award (CSLA), Junior Sports Leaders Award (JSLA), Certificate in Community Sports Work (CCSW), Certificate in Managing Community Sport (CMCS).	<a href="http://www.bst.org.uk">www.bst.org.uk</a>
Youth Active	UK wide multi-agency partnership committed to developing sport and physical activity throughout the Youth Sector. Led by the National Council for Voluntary Youth Services (NCVYS), in partnership with 4Children, Clubs for Young People, UK Youth and YMCA England.	Exists to promote the value of physical recreation and sport in the personal and social development of young people. Assists and supports youth organisations to deliver sport and physical activity, supports youth workers in building their capacity to deliver sports, accesses additional funding streams for sport and physical activity.	<a href="http://www.youthactive.org">www.youthactive.org</a>
Institute for Sport Physical Activity and Leisure (ISPAL)	New professional institute for people working in the sector in England formed from merger of two others – ILAM and NASD.	Provides professional services to workers in sport, parks and leisure industries including sports development sectors including information, factsheets and publications; training courses, seminars and conferences; qualifications, continuous professional development and career advice.	<a href="http://www.ispal.org.uk">www.ispal.org.uk</a>
Institute for Sport and Recreation Management	UK wide professional body for those in sport and recreation. Registered charity.	Promotes professionalism in the management of sport and recreation. Promotes best practice; establishes qualifications; provides support and information to members including training.	<a href="http://www.isrm.co.uk">www.isrm.co.uk</a>
<b>Regional</b>			
Regional Government Offices	Nine offices representing 10 Whitehall Departments including the DfES, DoH and DCMS.	Primary means by which a wide range of Government policies are delivered in the English regions. Government Offices understand the particular needs of their region and offer expertise to Whitehall Departments in the development of policy and in the way that policies and programmes are delivered in the regions.	<a href="http://www.gos.gov.uk">www.gos.gov.uk</a>
Sport England Regional Offices	Nine Sport England Regional Offices and Regional Sports Boards (RSBs).	Practitioners with local knowledge who help implement the 'delivery system' at a regional level. Provide expertise on regional strategy, investment policy and sports plan, and advice upon and/or make funding decisions.	Go to <a href="http://www.sportengland.org">www.sportengland.org</a> to access individual regional sports boards.
Sports' Governing Bodies Regional Offices	Larger NGBs are organised by County, but most by Region.	Responsible for development programmes in their region. Some advise on funding decisions.	Search individual NGBs websites.

# 1: Sport

Key Community Sports Organisations	Who they are	What they do	How to contact them
<b>County</b>			
County Sports Partnerships (CSPs)	44 + 5 sub-regional Sport and Physical Activity Partnerships in London.	The County level of the delivery system. They are partnerships of agencies committed to providing a quality system for people to benefit from sport. They maintain a focus on children and young people; are committed to quality; seek to ensure that sports development is driven through NGB plans; and are independent so that they can broker progress. Advise on funding decisions.	Go to <a href="http://www.sportengland.org/index/get_resources/county_sports_partnerships.htm">www.sportengland.org/index/get_resources/county_sports_partnerships.htm</a>
County Councils	Some have sports service or specialist officers for sport for example in community/adult education service	In two-tier regions of the country are responsible for the education services and lead on children's services. PE Advisors/Inspectors, Music Advisors and other Arts Advisors are useful contacts, sources of information, and access to networks and professional advice.	
Children's Trusts	Created to address the fragmentation of responsibilities for children's services.	Children's trusts bring together all local services for children and young people, with the aim of improving 'Every Child Matter' outcomes. The Government expects all areas to have a children's trust by 2008.	<a href="http://www.everychildmatters.gov.uk/aims/childrens_trusts">www.everychildmatters.gov.uk/aims/childrens_trusts</a>
<b>Local</b>			
Community Sports Networks (CSNs)	Partnerships seeking to develop sport and physical activity in their locality.	CSNs are the grass-roots rung of the delivery system. They are partnerships of agencies and individuals and take the lead in developing local delivery plans and advise County Sports Partnerships on investment in their local area.	Go to <a href="http://www.sportengland.org/csn/htm">www.sportengland.org/csn/htm</a>
Borough and District Councils	About 300 in England	Boroughs and District Councils are responsible for (the mainly non-statutory) sport, leisure and recreation services in their area including facilities and sports development. Consulted on National Lottery applications and applications to a range of other funding streams from their area.	
Town and Parish Councils	About 8,000 in England	With Schools and Borough / District Councils are major owners of playing pitches and, in some cases, other sport facilities.	

## 2: Arts

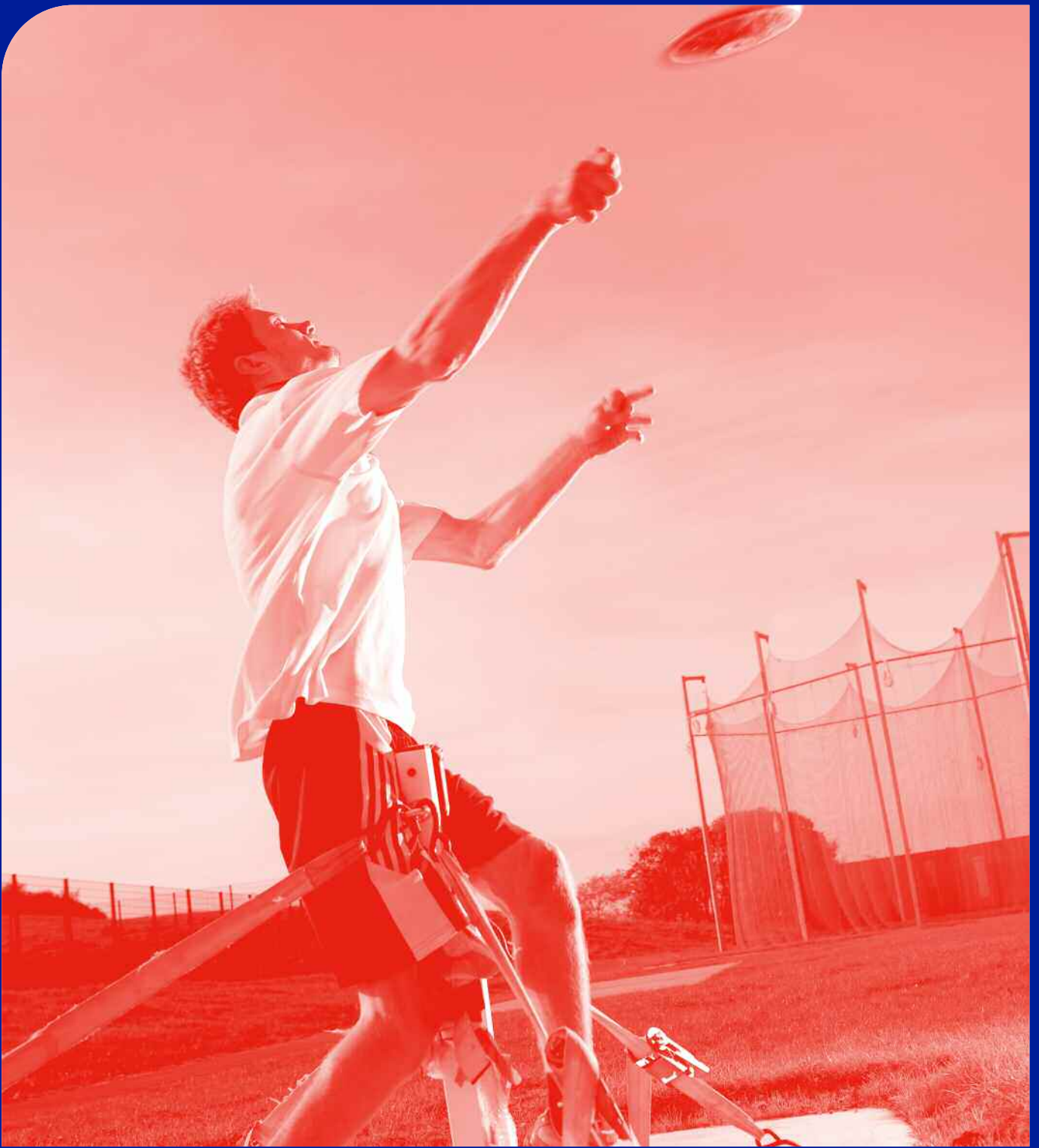
Key Community Arts Organisations	Who they are	What they do	How to contact them
<b>National</b>			
Department for Culture the Media and Sport (DCMS)	Government department responsible for sport, the arts, tourism and the media.	It aims to improve the quality of life for all through cultural and sporting activities, to support the pursuit of excellence and to champion the tourism, creative and leisure industries. Its five strategic priorities include children and young people, and communities. Much of its work is done in partnership with Non-Departmental Public Bodies (NDPB) such as Arts Council England and Sport England.	<a href="http://www.culture.gov.uk">www.culture.gov.uk</a>
Arts Council England (ACE)	The national development agency for the arts in England, distributing public money from Government and the National Lottery. An NDPB responsible to the DCMS.	Advises, invests in and promotes the arts in England to get more art to more people in more places. Between 2006 and 2008 it will invest £1.1 billion of public money in supporting the arts. Its aim is for everyone in the country to have the opportunity to develop a rich and varied artistic and creative life.	<a href="http://www.artscouncil.org.uk">www.artscouncil.org.uk</a>
Big Lottery Fund	UK wide lottery good causes distributor body officially established by Parliament in 2006	Big Lottery Fund is committed to bringing real improvements to communities and the lives of people most in need and is responsible for giving out half the money for good causes raised by the National Lottery – a budget of about £630 million a year.	<a href="http://www.biglotteryfund.org.uk">http://www.biglotteryfund.org.uk</a>
nalgao (National Association of Local Government Arts Officers)	England & Wales professional association for Local Government Arts Officers	Provides professional services including information, advice, publications, training and conferences. Most nalgao members are Arts specialists and can be called on for practical help and advice.	<a href="http://www.nalgao.org">www.nalgao.org</a>
Voluntary Arts Network (VAN)	UK & Republic of Ireland development agency for non-professional arts groups	VAN aims to promote participation in the arts and crafts across the UK and Republic of Ireland. Over half the UK adult population is involved in the voluntary arts and crafts – for self-improvement, social networking and leisure. It has information, publication, training and funding services and practical advice for local arts groups.	<a href="http://www.voluntaryarts.org">www.voluntaryarts.org</a>
<b>Regional</b>			
Arts Council Regional Offices	9 Regional Offices of Arts Council England	Responsible for regional arts policy, development and funding.	Go to: <a href="http://www.artscouncil.org.uk">www.artscouncil.org.uk</a>
<b>County</b>			
County Councils	Most have arts officers	Help to develop the arts in their area and a source of specialist arts advice. Some arts officers have access to (usually, small amounts) of grant-aid. (Non-statutory provision)	
Children's Trusts		See under Community Sports above.	
<b>Local</b>			
Borough and District Councils	About 300 in England: Most have arts development officers or teams	Help to develop the arts in their area. The numbers of arts officers are increasing. Some arts officers have access to (usually, small amounts) of grant-aid.	
Town and Parish Councils	About 8,000 in England	Some town councils and a few larger parish councils are responsible for some arts activities but these tend to be limited.	

### 3: Education

Key Community Education Organisations	Who they are	What they do	How to contact them
<b>National</b>			
Department for Children, Schools and Families (DCSF)	Government Department responsible for improving the focus on all aspects of policy affecting children and young people, as part of the aim to deliver educational excellence.	Responsible for setting Government education policy and, with partners, for schools and education funding. Major source of guidance, advice, publications and other resources. Jointly, with DCMS, leads on delivery of the PESSCL strategy.	<a href="http://www.dfes.gov.uk">www.dfes.gov.uk</a>
Partnerships for Schools (p4s)	An executive NDPB of the Department for Children, Schools and Families.	Responsible for delivering the Government's secondary school renewal programme, Building Schools for the Future (BSF). p4s work with local authorities and the private sector to rebuild or renew every one of England's 3,500 state secondary schools during the 15 year lifetime of this £45 billion programme.	Also: DfES Publication, PO Box 5050, Sudbury, Suffolk, CO10 6ZQ for publications.  Tel: 0845 60 222 60 <a href="http://www.p4s.org.uk">www.p4s.org.uk</a>
Learning and Skills Council (LSC)	NDPB responsible for funding and planning education and training for over 16 year olds in England other than those in university.	Aims by 2010 that young people and adults in England have knowledge and skills matching the best in the world. Organised as a national office with nine regional offices overseeing the local partnership teams throughout the country. The LSC has a range of services including the National Employer Service (for large companies) and National Skills Academies for each major sector of the economy.	<a href="http://www.lsc.gov.uk">www.lsc.gov.uk</a>
Big Lottery Fund	UK wide lottery good causes distributor body officially established by Parliament in 2006.	Big Lottery Fund is committed to bringing real improvements to communities and the lives of people most in need and is responsible for giving out half the money for good causes raised by the National Lottery – a budget of about £630 million a year.	<a href="http://www.biglotteryfund.org.uk">http://www.biglotteryfund.org.uk</a>
Training & Development Agency for Schools-Development (TDA)	An executive NDPB of the Department for Children, Schools and Families.	The principal aim of the TDA is to secure an effective school workforce that improves children's life chances. It supports schools to provide extended services for parents, children and young people.	<a href="http://www.tda.gov.uk">www.tda.gov.uk</a>
4Children (formerly Kids Club Network)	4Children is a national charity dedicated to creating opportunities and building futures for children.	4Children provide information and guidance about childcare in extended schools; develop and shape national policy; offer information about tax free childcare vouchers; develop innovative programmes to tack issues such as social exclusion and crime; and represent the voice of children.	<a href="http://www.4children.org.uk">www.4children.org.uk</a>
ContinYou	National charity contracted by DCSF to deliver The Extended Schools Support Service (TESSS) to LAs and schools working with 4Children and TDA.	In addition to providing the TESSS alongside the National Remodelling Team, ContinYou has an expanding programme of family learning, online resources for schools extending their out-of-hours provision and supports health improvement.	<a href="http://www.continyou.ork.uk">www.continyou.ork.uk</a>
Specialist Schools & Academies Trust (SSAT)	Charity working with business and the wider community to give practical support to the transformation of secondary schools.	National body for secondary education in England, part funded by the DCSF, delivering the Government's Specialist Schools and Academies programme. The Government's aim is that by 2008 all schools will be specialist except those planned to be Academies.	<a href="http://www.specialistschools.org.uk">www.specialistschools.org.uk</a>

### 3: Education

Key Community Education Organisations	Who they are	What they do	How to contact them
<b>National</b>			
Qualifications and Curriculum Authority (QCA)	NDPB sponsored by the DCSF.	Regulation and development of the national curriculum, assessments, tests and examinations; and accredits and monitors qualifications in colleges and at work.	<a href="http://www.qca.org.uk">www.qca.org.uk</a>
British Council for School Environments (BCSE)	Membership organisation made up of local authorities, schools, construction companies, architects and others involved in the design and build process in the education sector.	BCSE acts as forum for exchange, dialogue and advocacy for anyone interested in learning environments – from educators to policy makers, users to designers, managers to constructors.	<a href="http://www.bcse.org">www.bcse.org</a>
Learning through Landscapes (LTL)	The national school grounds charity, campaigning on behalf of all children for better outdoor environments in education and childcare.	LTL undertakes research, develops programmes and provides training, resources and support to help schools and early years settings improve their grounds and use them to promote positive play, learning and personal development.	<a href="http://www.ltl.org.uk">http://www.ltl.org.uk</a>
Commission for Architecture and the Built Environment (CABE).	The government's advisor on architecture, urban design and public space. A NDPB funded by the DCMS and the Department for Communities and Local Government (DCLG).	Champions good architecture and design for the built environment and parks and open spaces. Source of guidance, information and advice.	<a href="http://www.cabe.org.uk">www.cabe.org.uk</a>
<b>Regional</b>			
Regional Government Offices		See under Community Sport above.	Go to: <a href="http://www.standards.dfes.gov.uk/studysupport/implementing/">www.standards.dfes.gov.uk/studysupport/</a> implementing for 'The Study Support Toolkit'
<b>County/Local</b>			
Children's Trusts		See under Community Sport above.	
Study Support Coordinators	Coordinators based in local authorities.	Responsible for supporting headteachers and others in developing and maintaining study support (out of school hours learning) activities.	Go to: <a href="http://www.everychildmatters.gov.uk/ete/extended-schools/">www.everychildmatters.gov.uk/ete/extended-schools/</a>
Extended Services Remodelling Advisers	The Extended Schools Remodelling Adviser is the strategic lead for developing the extended schools vision with each local authority.	The advisor is supported by the TDA (see above) which aims to ensure that the most appropriate person is engaged in developing and delivering extended services.	Also, see the extended schools area on TeacherNet
School Sports Partnerships (SSPs)	School Sport Partnerships are groups of schools working together to develop PE and sport opportunities for young people.	SSPs consist of a partnership development manager (PDM), up to eight school sport coordinators (SSCos) and 45 primary and special school link teachers (PLTs). The PDM is usually based at a Specialist Sports College.	Go to: <a href="http://www.youthsporttrust.org/subpage/specialist-sport/index.html">www.youthsporttrust.org/subpage/specialist-sport/index.html</a>



## **Appendix B**

**The legislative and policy context**

## The Delivery System for Sport

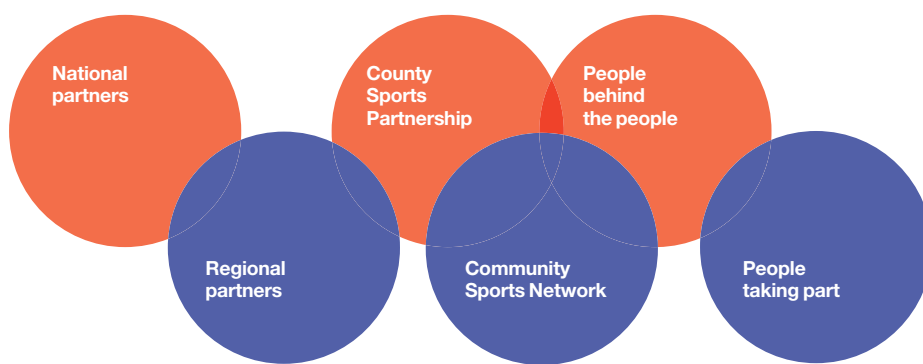
In December 2002 the Government published: 'Game Plan', a strategy for delivering Government's sport and physical activity objectives. It laid out plans to increase and widen the base of people taking part in sport and for success on the international sporting stage. Equally important, it also called for reform to create effective delivery structures.

In direct response to Game Plan, Sport England published 'The Framework for Sport in England' in 2004. 'The Framework' set as its main target increasing community participation in sport by at least 1% per annum. This is in line with the Government's Public Service Agreement (PSA) target for the DCMS. The Framework also identified the need for better connections between national leadership, priorities and planning and local delivery of sport in communities.

In 2006, a joint report by the Audit Commission and the National Audit Office – 'Delivering Efficiently: Strengthening the Links in Public Service Delivery Chains' – emphasised the importance of delivery chains in

achieving Public Service Agreement targets. The Delivery System is the delivery chain for sport – a complex network of organisations including central and local government, agencies and bodies from the private and voluntary sectors working together to achieve public sector outcomes. These outcomes include an increase in community participation in sport particularly among the hard to reach, and improved talent pathways to support young people to achieve their full potential.

The diagram below shows the relationship between the key components of the system connecting sports participants and local deliverers to policy makers and investors.



### National Partners

Sport England has the lead role in co-ordinating the work of the national partners including other government agencies, specialist expert bodies, independent trusts, and membership organisations including sports national governing bodies (NGBs). Other non-sporting partners also make a significant contribution at this level, including government departments for health and education.

### Regional Partners

The nine Regional Sports Boards (RSBs) take the lead role in providing a strategic regional context for sport and active recreation. Each has a Strategic Plan reflecting regional priorities in sport (established through consultation with stakeholders in local authorities, NGBs, County Sports Partnerships etc) and the national policy framework. The RSBs make decisions on investment of Sport England Exchequer and Lottery funding. They also advise and support regional partners in the health, education, regeneration, spatial planning and economic development sectors.

### County Sports Partnerships (CSP)

A geographically complete network of 49 County Sports Partnerships (CSPs) is now in place across London and England, financially supported by the RSBs and their lottery funded Community Investment Funds. The CSPs provide strategic coordination, planning and promotion for sport and active recreation in their areas focusing primarily on delivering the community sport Public Service Agreement (PSA) and supporting the school sport PSA with School Sports Partnerships. CSPs also work with the Sport England Regions, LAs, NGBs and other partners to develop Community Sports Networks across their areas. The CSPs attract investment funding and play a key advisory role to the RSBs in the distribution of Exchequer and Lottery funding.

### Community Sports Networks (CSN)

In some local authority areas, a network of local sports and active recreation deliverers from a range of organisations and agencies is in place to identify local priorities and initiatives to increase participation in their area, particularly amongst hard-to-reach groups. These Community Sports Networks (CSN) are an important link in the sports delivery chain ensuring that the people taking part in sport and the people behind the people (e.g. coaches, teachers and administrators) have a real voice in policy making and prioritizing investment in their local area according to local needs. A key part of the job of a CSN is to consult with local people and develop a local needs analyses and action plans for sport and active recreation that is closely aligned to the Community Plan and Local Area Agreements of the Local Authorities in the area. Setting up and supporting many more CSNs is a key priority for the Regional Sports Boards via the Sport England Regional Offices and the network of CSPs. The target is for every local authority to have at least one fit for purpose CSN by 2008.

## Every Child Matters

Extended schools is one of a number of government policy initiatives developed in response to the Every Child Matters agenda. In 2003, the Government published this Green Paper alongside the formal response to the report into the death of Victoria Climbié. Following consultation on the Green Paper, the Government published Every Child Matters: the Next Steps and passed the Children Act 2004, providing the legislative spine for developing more effective and accessible services focused around the needs of children, young people and families.

Every Child Matters: Change for Children was published in November 2004 setting out a strategy for every child, whatever their background or their circumstances, to have the support they need from birth to age 19 to:

- Be healthy.
- Stay safe.
- Enjoy and achieve.
- Make a positive contribution.
- Achieve economic well-being.

Over the next few years, every local authority will be working, through children's trusts, with its partners (from hospitals and schools, to police and voluntary groups) to find out what works best for children and young people in its area and to act on these findings. They will need to involve children and young people in this process, and when inspectors assess how local areas are doing, they will listen especially to the views of children and young people themselves.

In March 2005, the first Children's Commissioner for England was appointed, to give children and young people a voice in government and in public life. The Commissioner will pay particular attention to gathering and putting forward the views of the most vulnerable children and young people in society, and will promote their involvement in the work of organisations whose decisions and actions affect them.

In addition, the Children's Fund was launched in November 2000 to tackle disadvantage among children and young people. The programme aims to identify at an early stage children and young people at risk of social exclusion, and make sure they receive the help and support they need to achieve their potential.

## Extended schools

The Department for Children, Schools and Families (DCSF) is working with the Training and Development Agency for Schools to provide support for schools and local authorities in developing extended services. TDA has been working with governing bodies and others on workforce reform for a number of years. It has both a national base and regional extended schools remodelling advisers (ESRAs) in each local authority. Many of these ESRAs will already have been working with schools on developing extended services. TDA is working closely with ContinYou and 4Children, who are also being funded to help support schools and local authorities with developing extended services.

The main elements of the extended schools core offer which all schools will be providing access to are as follows:

- 1. A varied menu of activities** – which might include academically-focused activities, homework clubs, arts and creative activities, sports activities, and other recreational activities, including play – and childcare. In primary schools this means providing access to a varied menu of activities, combined with childcare, from 8am to 6pm, five days a week, 48 weeks a year. In secondary schools this means access to a varied menu of activities which also offer young people a safe place to be from 8am to 6pm during term time and more flexibly in the holidays.
- 2. Parenting support**, which means providing access to parenting programmes, family learning sessions, information sessions for fathers and mothers at the beginning of primary and secondary phases, information about nationally and locally available sources of information, advice and support.
- 3. Swift and easy access to targeted and specialist services:** Schools, working closely with other statutory services and the voluntary and community sector, should have a focus on early identification of, and support for, children and young people who have additional needs or who are at risk of poor outcomes. This includes those with behavioural, emotional and health needs or other difficulties.
- 4. Community access to school facilities:** where a school has facilities suitable for use by the wider community, for example playing fields, sports facilities, IT facilities, halls it should look to open these up to meet wider community needs in response to an assessment of local demand.

## Healthy schools

The National Healthy Schools Programme is a joint Department of Health and Department for Children, Schools and Families initiative. Each Local Authority in England has a Local Healthy Schools Programme and an officer or team responsible for its delivery. Their role is largely twofold: that of offering professional support to schools; and carrying out its work within the quality assurance process. The Local Programmes are in nine regional teams each with a Regional Coordinator who works closely with the Regional Government Office. The National Programme is supported by a central team working at national level with colleagues from the DoH, DCSF and a range of partners.

The National Healthy Schools Programme is a long-term initiative supporting the links between health, behaviour and achievement and aims to:

- Support children and young people in developing healthy behaviours.
- Help raise the achievement of children and young people.
- Help reduce health inequalities.
- Help promote social inclusion.

The programme is based on a whole-school approach to physical and emotional well-being focused on four core themes:

- Personal, Social & Health Education.
- Healthy Eating.
- Physical Activity.
- Emotional Health & Wellbeing.

The whole school approach involves working with children and young people, parents, school staff and the whole school community to provide a solid foundation from which developments and improvement are embedded in a systematic way. These processes contribute to the physical and emotional development of all members of the school community.

The Government has set a target that all schools will be participating in the National Healthy Schools Programme by 2009 and that 75 percent of schools will have achieved quality assured National Healthy School Status.

Sport and the involvement of the external school community – for example volunteer parent coaches – can play a major role in delivery of the Physical Activity theme and, through use of local sports ambassadors and role models, sport can contribute to the Healthy Eating theme. Both sport and arts can contribute to Personal, Social and Health Education, and to Emotional Health and Well-Being.

## The National Curriculum for PE & Sport

In February 2007, the Government Education Secretary announced plans to make changes to PE lessons to help children avoid the problems of obesity, thus helping towards the achievement of the DoH's PSA target to halt the increase in obesity in under 11 year olds by 2010.

It is proposed that lessons will combine physical activity with learning how exercise affects fitness and health. It will also give schools more flexibility within the National Curriculum framework to run the physical activities that best meet their pupils' needs.

The changes are recommended by the Qualifications and Curriculum Authority (QCA) for 11 to 14 year olds as part of a wider review of the Key Stage 3 curriculum.

Sports that would once have been considered too expensive or impractical now feature on the school syllabus alongside traditional sports. The latest survey of school sport showed that they offered pupils a total of 42 sports. Secondary schools provide an average of 20 sports and primary schools offer an average of 15. Traditional sports remain popular, but other sports are making gains. In the last three years, there have been big increases in activities like fitness clubs, golf and cycling.

### The PESSCL Strategy

The DCMS and DCSF in partnership have developed a National Strategy for PE, School Sport and Club Links – the PESSCL strategy, and the Government are investing almost £1 billion in the strategy between 2003 and 2008. The Youth Sport Trust plays a central role in supporting its delivery.

The overall aim of PESSCL is to enhance the take-up of sporting opportunities by 5-16 year olds.

The main short-term target is for 85% of school children to spend a minimum of two hours per week on high quality PE and school sport within and beyond the curriculum by 2008. (The findings for 2005/2006 show that 80% of school children are spending a minimum of two hours per week on high quality PE and school sport.)

In the longer term, PESSCL aims to meet the Government's ambition to offer all children up to five hours of sport every week – at least two hours curriculum PE and an additional two to three hours beyond the school day.

The PESSCL strategy has an eight key strands, each designed to maximize opportunities for young people to access high quality PE and school sport. These strands include the development of Specialist Sports Colleges and School Sport Partnerships (see Appendix C) and also include:

- Step into Sport – a programme which focuses on young people aged 14 to 19, giving them a chance to become involved in sports leadership and volunteering.
- Gifted and Talented – a programme designed to help elite young athletes realise their potential.
- Professional development – in physical education and sport for teachers.
- Club Links – strengthening the links between schools and clubs with the percentage of 5 – 16 year olds at clubs increasing from 14% in 2002 to 20% by 2006 (and including the development of 800 multi-skill clubs for primary school children).
- Sporting playgrounds – developing better playgrounds including the Zoneparc model (with sponsorship by Nike).
- Swimming – swimming and water safety are statutory activities at Key Stage 2.
- Specialist Sports Colleges.
- School Sports Partnerships.

### Children, Young People and the Arts Strategy

The Children, Young People and the Arts Strategy was published by Arts Council England in September 2005 in response to Every Child Matters and Youth Matters (see later in this section). Children and young people are one of Arts Council England's five manifesto priorities as set out in 'Ambitions for the arts 2003-2006'.

Arts Council England works in a number of ways, most involving children and young people. In summary, these include:

- Over 1,100 regularly funded organisations.
- Strategic initiatives – e.g. Creative Partnerships working with schools to inspire children and young people through the arts, Artsmark and The

Arts Award fostering and celebrating arts and creative experiences for and by children and young people, Arts Extend monitoring and evaluating approaches to the arts and extended schools.

- Grants for the arts often benefiting children and young people.
- Partnership working with Government departments and agencies on the shared agenda of supporting the creativity and enrichment of children and young people.

The strategy sets out three aims for children and young people and the arts to 2008:

- To foster a world-leading arts infrastructure alongside other cultural organisations that supports and values the cultural expression of children and young people and increases their opportunities to engage in activities relevant to their needs and interests.
- To ensure the arts and creativity have a place within wider Government and other policy agendas that have an impact on children and young people.
- To see wide social recognition of the value and transformational power of the arts and creativity, particularly in relation to children and young people.

To take this vision forward, Arts Council England is committed to:

- Develop approaches to ensure it hears the views of children and young people, engages them in decisions that affect them and broaden the range and appeal of the arts 'offer'.
- Maintain an accurate picture of arts opportunities available to children and young people.
- Develop the skills, capacity and knowledge of people in organisations engaged with children and young people in arts.
- Use strategic programmes and initiatives to continue to advocate for innovative practice with, for and by young people.
- Work with partners to maximize the contribution of the arts to their strategies.
- Advocating the transformational power of arts and creativity by monitoring, evaluating and sharing high-quality work and using lessons learned from initiatives as evidence.

## Positive activities for young people

In January 2007 a new statutory duty for local authorities was implemented to secure access to positive activities for young people. The new section 507B of the 1996 Education Act imposes a duty on unitary and county authorities, primarily through children's trusts, to be the lead body responsible for securing young people's access to positive activities. More specifically the duty is to promote the well-being of persons aged 13 – 19 (and of persons aged up to 25 with learning difficulties) by securing access for them to sufficient educational and recreational leisure-time activities and facilities, so far as is reasonably practicable. Such activities are collectively described as 'positive activities'.

The Act places new legal responsibilities on local authorities to obtain the views of young people on existing provision of positive activities and facilities and to take such views into account when decisions are made. They are also required to provide and promote information to young people on the opportunities available. In terms of the delivery of positive activities, local authorities must consider whether provision can be made or improved by delivery through alternative service providers to the authority itself.

Statutory guidance accompanying the legislation has been published by the Department for Children, Schools and Families. This identifies that sport and the arts can assist authorities in the delivery of their duty to secure access to positive activities for young people. It sets out the government's expectation that the local authority's provision will meet the national standards for positive activities, which include a four hour offer of sporting and constructive activities each week, and will work with partners over time to secure them.

Sport England has published specific guidance for children's trusts and other service providers on the contribution of sport to positive activities for young people entitled 'Sport – A Positive Activity'. Schools and other education sites are identified in this guidance as one of the key settings for the delivery of positive activities under the new statutory duty.

## Public Service Agreement targets

The Government's Public Service Agreements (PSA) drive the development of public policy at national level and cascade into the policy frameworks of local government's Local Area Agreements and statutory plans. Four of the current PSAs have a direct relevance to increasing opportunities for community sports and the arts on education sites. Contributing to achievement of the targets set out within these PSAs is the aim of the leading public sector agencies in the sector, particularly Sport England and Arts Council England. These PSAs also drive public sector investment in key partner organisations in the voluntary and charitable sectors such as The Youth Sports Trust, Youth Active and the National Governing Bodies of Sport.

The four relevant PSAs are:

1. To halt the year on year increase in obesity among children under 11 by 2010 (DoH).
2. To increase by 3% by 2008 (i.e. 1% pa) the proportion of over 16 year olds from target groups taking part in sports or cultural activities at least 12 times a year, and over 16's as a whole taking part in at least 30 minutes moderate intensity sport and active recreation 3 x a week (DCMS).
3. To increase the proportion of 5-16 year olds who spend at least 2 hours a week on high quality PE and school sport from 25% in 2002 to 75% by 2006 and 85% by 2008 in England and at least 75% in each SSP (DCMS, DCSF).
4. To achieve measurable improvement by 2008 to the built environment and public spaces (cleaner, safer, greener) in deprived areas (ODPM).

These three-year targets, established in 2005, will be subject to review as part of the next Government Comprehensive Spending Review in Spring 2007 and new targets set for the period 2008 to 2011.

## Youth Matters

The Positive Activities legislation forms part of a body of reforms that were proposed in the Green Paper Youth Matters and which contribute towards the delivery of integrated youth support as set out in Youth Matters: Next Steps (DfES, 2006).

The use of positive activities is seen as part of an overall approach to delivering effective packages of targeted support, information, advice and guidance for young people and in reducing the proportion of 16-18 year olds not in education, employment or training, a key target for children's trusts.

In addition positive activities are seen as contributing to many wider agendas at a local, regional and national level including the 'Respect' agenda; health improvement; learning and skills; community cohesion and democratic engagement.

Positive activities need to be diverse in nature in order to meet the different needs and interests of young people. Within this sport and arts (as positive activities) have a key role to play. Sport and arts can reach and engage young people in many different settings – at a street level, in a sports club, at a park, in a school and in many other environments. Sport and the arts can contribute to young people's well being by improving their physical and mental health, developing new and more positive values and goals, creating a sense of belonging and community and providing opportunities to increase their skills and future employability.

The key proposal in Youth Matters: Next Steps (DfES, 2006) is for children's trust partners working with schools and other providers to maximize the potential of Study Support and to implement the Russell Commission proposals (A National Framework for Youth Action and Engagement, Report of the Russell Commission, 2005) –

"National standards will set out the activities that all young people would benefit from access to in their free time, for example:

- access to two hours per week of sporting activity;
- access to two hours per week of other constructive activities in clubs, youth groups or classes;
- opportunities to contribute to their communities through volunteering;
- a wide range of other recreational, cultural, sporting and enriching experiences; and
- a range of safe and enjoyable places in which to spend time." (Study Support: A National Framework for Extending Learning Opportunities, DfES, 2006.)

Once again, sport and arts are central to the achievement of this policy – through schools themselves providing these activities or linking to sports clubs and arts organisations.



# Appendix C

Key programmes

## 1: Arts – schools and the community

### Artsmark

Artsmark is the national award scheme managed by Arts Council England that recognises schools with a high level of provision in the arts. The award scheme is open to all schools in England – primary, secondary, special schools and pupil referral units, both maintained and independent. Artsmark provides a benchmark for arts provision which encourages schools to consider the opportunities they offer in art, dance, drama and music. By gaining an Artsmark a school shows its commitment to the wider development of young people and teachers and to raising the profile of the arts in the school and local community.

[www.artsmark.org.uk](http://www.artsmark.org.uk)

### Arts Award

The Arts Award is the first award scheme to recognise how young people aged 11-25 develop as artists and arts leaders. The award is a personal learning programme which develops and assesses both arts-related skills (arts knowledge and understanding) and transferable skills (creativity, communication, planning and review, teamwork and leadership).

The award is a QCA qualification accredited through Trinity College London and sits on the National Qualifications Framework at levels 1, 2, and 3. It is on the learning aims database.

The award is assessed through a portfolio of evidence created by the young person presented in any format.  
[www.artsward.org.uk](http://www.artsward.org.uk)

### Arts Extend

Arts Council England has launched the Arts Extend initiative to monitor and evaluate approaches to the arts and Extended Schools in one local authority per region in 2006/07 - 2007/08. The Arts Council is working together with the Training and Development Agency for Schools (TDA), 4Children, ContinYou and the Department for Children, Schools and Families (DCSF) to explore ways in which the arts can support extended schools services across the core offer, meeting the needs of the pupil, family and community.

Arts Council England believes that the arts in extended schools can go further than being part of a varied programme of activities. Rather, the arts can add significant value to all five areas of the core offer, from parenting support and family learning, to quality childcare, referral to specialised support services, and community access.

One local authority in each region is participating in Arts Extend. The criteria used for selection were:

- An arts infrastructure that has the capacity to deliver an extended services programme.
- Good established extended schools provision.
- Extended Schools Remodelling Advisers and children's services that would support such a programme.

Arts Extend will be delivered with one school cluster per local authority. A steering group has been established in each area and has appointed a local coordinator. Arts providers will be professional artists/arts organisations and from the voluntary and community sector. The way that each area will deliver in practice depends on the local infrastructure and school needs. There is a lot of flexibility for local partners to negotiate ways of working.

Nationally, Arts Extend has a project board involving the Arts Council, DCSF, 4Children, ContinYou and TDA which oversees the programme direction. The Arts Council manages the national evaluation, communications and will disseminate the learning from the programme widely across the country. An evaluation of the programme, including case studies, will be available in the Autumn 2007.

<http://www.artsextendtelford.com/national.php>

### Creative Partnerships

Creative Partnerships is the Government's flagship creativity programme for schools and young people, managed by Arts Council England and funded by the DCSF and DCMS. It aims to develop:

- The creativity of young people, raising their aspirations and achievements.
- The skills of teachers and their ability to work with creative practitioners.
- Schools' approaches to culture, creativity and partnership working; and
- The skills, capacity and sustainability of the creative industries.

Creative Partnerships focuses on 36 disadvantaged areas across England.

The programme achieves its aims by nurturing the creativity of learners and educators, and developing creative approaches to teaching all aspects of the curriculum.

Creative Partnerships enables head teachers to realise their personal vision for a school, freeing them up to innovate and succeed. It encourages an approach designed around the needs of the individual school with learning tailored to the needs and aspirations of each child.

Creative Partnerships enables schools to work with creative practitioners to develop a broad, balanced and relevant curriculum. It does so by supporting a range of creative practitioners to work in partnership with schools in long term sustained relationships.  
[www.creative-partnerships.com](http://www.creative-partnerships.com)

## 2: Education – Capital Funding Programmes

### Building Schools for the Future – secondary schools

Building Schools for the Future (BSF) is the largest single investment programme in education for over 50 years. It is co-ordinated nationally by Partnerships for Schools, a Non-Departmental Public Body (NDPB), wholly owned by the DCSF but jointly funded by DCSF and Partnerships UK, a joint venture that bridges the gap between public and private sectors, with a majority stake held by the private sector. BSF aims to transform the physical environment at secondary schools supported by a massive capital investment. The programme started in 1997 with £700 million of investment and by 2005/06 investment had increased to over £5 billion.

The scale of BSF allows the opportunity to move from ‘patch and mend’ spending on schools to rebuilding and renewal with a more strategic approach to funding, design and procurement of buildings.

BSF is more than just a building programme providing new and improved school buildings and built environments. Local authorities accepted on to the programme need to demonstrate a clear vision of how the investment will contribute to the delivery of government education policy, particularly reversing underperformance and the delivery of the extended services core offer.

The BSF Vision therefore needs to include consultation with community stakeholders to ensure local needs including opportunities for sports and the arts activities are taken fully into account.

<http://www.bsf.gov.uk/>

### Learning and Skills Council Capital Programme – further education colleges

The Government White Paper March 2005 Further Education: Raising Skills, Improving Life Chances provided for major new investment in colleges as part of a package of measures to encourage more 16-19 year olds to stay in education and be better prepared for employment.

The budget for 2006/07 was £371 million rising to £500 million in 2007/08. This spending is divided between:

- Modernising the college estate
- Setting up a National Skills Academy network
- Setting up a Centres of Vocational Excellence (CoVE) network

Inclusion of the further education colleges in the BSF programme means for the first time there is a fully integrated capital strategy which will deliver improved learning environments for 14-19 year olds across schools and the FE system. Similar to BSF, new and refurbished colleges under this programme will be required to consider and address the needs of students, employers and the local communities for a range of services – including sports and arts – in specifying their building plans.

[www.lsc.gov.uk](http://www.lsc.gov.uk)

### Primary Capital Programme – primary schools

This programme (full title: ‘Every Child Matters Primary Capital Programme’) supports the policies set out in ‘Every Child Matters Change for Children, the White Paper ‘Higher Standards Better Schools for All’ and the Primary Strategy.

The aim is to rebuild, remodel or refurbish at least half of the country’s 19, 000 primary schools and primary-age special schools over the next 15 years.

The programme was launched by the DCSF in March 2006. Pilots run from 2006 using existing capital allocations. These finish in 2008/09 with additional capital from the programme’s first year budget of £150 million. This budget rises to £500 million in 2009/10. It is expected that investment will remain at that level for around 15 years, subject to future public spending decisions – some £7 billion in total. It is envisaged that this funding will be added to other DCSF capital for primary schools, local government receipts, prudential borrowing and other local and private sector funding.

In addition to improvements to the physical infrastructure and learning environments, the programme also aims to contribute to national targets for raising standards of education attainment, improving school food and promoting sport and physical activity.

[www.teachernet.gov.uk/doc/9606/](http://www.teachernet.gov.uk/doc/9606/)

### Specialist sports and arts colleges

The Specialist Schools Programme helps schools, in partnership with private sector sponsors and supported by additional Government funding, to establish distinctive identities through their chosen specialisms and achieve their targets to raise standards. Specialist schools have a special focus on their chosen subject area but must meet the National Curriculum requirements and deliver a broad and balanced education to all pupils.

Any maintained secondary school in England can apply to be designated as a specialist school in one of ten specialist areas: arts, business and enterprise, engineering, humanities, language, mathematics and computing, music, science, sports and technology. Schools can also combine any two specialisms.

The Specialist Schools Programme promotes school improvement by providing opportunities for schools to work to their strengths, enabling them to deliver effective teaching and learning in their area of expertise, as well as across the curriculum, and to drive innovation.

Specialist Schools work with named partner schools for the benefit of pupils beyond their own school boundaries and with other groups of people in the community. There are currently around 2,700 Specialist Schools. Every local education authority that has secondary schools, has at least one Specialist School.

### **Sports colleges**

Sports colleges are intended to raise standards of achievement in physical education and sport for all their students across the ability range leading to whole school improvement. They are intended to become regional focal points for promoting excellence in physical education and community sport, extending links between families of schools, sports bodies and communities; sharing resources; developing and spreading good practice; and helping to provide a structure through which young people can progress to careers in sport and physical education. Sports Colleges will increase participation in physical education and sport for all pre and post 16 years old and develop the potential of talented performers.

The Youth Sport Trust plays a central role in the development and support of sports colleges assisting schools in the application process and working with them to realise their potential once they have successfully achieved Specialist Sports College status. There are currently approximately 400 Specialist Sport Colleges in England.

### **Arts Colleges**

Similarly, specialist arts colleges are intended to raise standards of achievement and the quality of learning in their chosen area of the arts for all their students leading to whole school improvement. They will seek to identify ways in which the arts can improve learning in other curriculum areas.

There are three broad areas of the Arts – performing, visual and media. Schools may focus exclusively on one of these areas or focus on one area but include an element from one of the other two. Arts Colleges take a lead in using ICT as a means of enhancing learning in the arts and other subjects, and enable students to work in school with professionals involved in the arts and creative industries and to enjoy artistic experiences outside the classroom.

There are currently approximately 400 Specialist Arts Colleges in England.  
[www.specialistschools.org.uk](http://www.specialistschools.org.uk)

### **Academies with a focus on sport or art**

Like specialist schools, Academies are all ability schools that offer a broad and balanced curriculum to pupils of all abilities focusing especially on one or more subject areas. The key difference is that unlike specialist schools, academies are established by sponsors from business, faith or voluntary groups working in innovative partnerships with central Government and local education partners.

The Academies programme aims to challenge the culture of educational under-attainment and deliver real improvements in standards. Most Academies are located in areas of disadvantage. They either replace one or more existing schools facing challenging circumstances or are established where there is a need for additional school places. DCSF expects local authorities to consider the scope for the establishment of Academies as part of their strategic plans to increase diversity in secondary provision and improve educational opportunities. As an Academy becomes successfully established, the intention of the DCSF is that it will share its expertise and facilities with other schools and the wider community becoming a significant focus for learning for its pupils, their families and other local people. Hopefully this will help break the cycle of underachievement in deprived areas – whether in inner cities, suburban or rural areas.

The first Academy opened in September 2002. Overall, the Academies programme aims to establish at least 53 Academies by 2007 and 200 by 2010 with 30 in London by 2008 and 60 by 2010. There are currently around 109 'live' projects (open and in development). 13 of the 46 Academies currently open have a sport specialism, 6 an arts specialism.  
[www.specialistschools.org.uk](http://www.specialistschools.org.uk)

### 3: National Lottery – arts, sport and physical activity

#### Arts Lottery Fund

The Arts Council England is licensed by the Government to distribute the Arts Lottery Fund.

Arts Council England invests in creativity and innovation in the arts across the following priorities:

- Participatory Work.
- Children and Young People.
- Creative Economy.
- Vibrant Communities and Celebrating Diversity.
- Internationalism.

This National Lottery funding is available through and managed by the regional offices of Arts Council England. Funding is awarded through an open application process. [www.artscouncil.org.uk/funding/](http://www.artscouncil.org.uk/funding/)

#### Sports Lottery Fund

Sport England is licensed by the Government to distribute the Sports Lottery Fund.

Sport England invests the funding it receives from the National Lottery and from the Exchequer (DCMS) across two funding streams – Community and National.

At a national level, Sport England works with and invests in a range of national funded partners. These include national governing bodies of sport and other agencies with expertise in areas such as coaching, equity and volunteering. Investment is prioritized in 31 sports, comprising 10 UK priority, 9 English Priority and 12 development sports. National investment funding is subject to a business planning process by these organisations and is not an open application process.

Sport England's community – or regional – funding stream is called the Community Investment Fund, or CIF. This National Lottery funding is available through and managed by the regional offices of Sport England. Funding is awarded through an open application process. [www.sportengland.org](http://www.sportengland.org)

#### Big Lottery Fund (BIG)

The remit of the Big Lottery Fund (BIG) provides for funding for health, education, environment and charitable purposes. It is the largest lottery distributor, distributing over half the money raised through the National Lottery for good causes. The annual grant-making budget currently stands at around £600m. BIG's mission is 'to bring real improvements to communities and the lives of people most in need'.

The Big Lottery Fund delivers according to its themes and outcomes framework, which followed a period of extensive consultation with stakeholders and the public, and was agreed with Government. There are three overarching themes that provide the strategic framework for all of the work of the Big Lottery Fund:

- Community learning and creating opportunity.
- Promoting community cohesion and safety.
- Promoting well-being.

The three themes are supported by four outcomes, which are also high level, setting out what BIG hopes to achieve, particularly through its strategic programmes. The four outcomes in England are as follows:

- People having better chances in life, with better access to training and development to improve their life skills.
- Stronger communities, with more active citizens working together to tackle their problems.
- Improved rural and urban environments, which communities are better able to access and enjoy.
- Healthier and more active people and communities.

#### BIG funding for sport and physical activity

Through BIG's earlier New Opportunities Fund (NOF) programmes, which have specifically targeted sport, it has awarded over £849.3m to sport and physical activity projects to date. These programmes include the £750.75m (UK) from New Opportunities for PE and Sport (NOPES), the UK-wide Community Sports Programmes (include Active England, with Sport England) and funding for School Sports Coordinators. Funding through these programmes is committed to specific projects.

The latest (Year 4) evaluation summary indicates that there has been a

significant increase in community use at NOPES projects sites. The average number of community users in a typical week per project site has almost doubled from 101 users, to 200 users post-opening. In addition, the number of different activities available to the community increased from 6 pre-opening to 11.1 post-opening. The activities with the greatest increase in availability for the community were dance, basketball, fitness, table tennis and netball. The enhanced choice in activities available to the community was particularly important for getting disaffected young people to participate in PE and sport. It is expected that this positive effect on community participation will be replicated as the programme continues to roll out and more facilities become operational. The full and summary evaluation reports can be accessed at the evaluation and research pages of the BIG website at: [www.biglotteryfund.org.uk](http://www.biglotteryfund.org.uk).

Active England projects have been successful in providing effective approaches to engaging people in physical activity and sport, including focusing on specific socio-economic groups, targeting particular groups in need, creating innovative facilities and making maximum use of the natural environment. 57,000 participants were involved at the time of the most recently available report (April 06), suggesting that the overall total of participants across the programme could be between 100,000 to 150,000. Case study evidence shows that projects are effective at boosting self-esteem and motivation, helping people with weight loss, improving well-being, improving family relationships, reducing anti-social behaviour, improving social skills and improving health and fitness levels. Further information is available on the Active England learning Zone website at [www.aelz.org](http://www.aelz.org).

For its new programmes for 2006-09, BIG is committed to the broader agenda of increasing participation in grassroots sport with an emphasis on 'healthier and more active people and communities' and increasing participation in physical activity, in line with its themes and outcomes framework. BIG has committed £2.6 billion to these programmes up until 2009, many of which have elements that promote increased physical activity in communities – for example, Well-being, Children's Play and Parks for People. [www.biglotteryfund.org.uk](http://www.biglotteryfund.org.uk)

## 4: Sports – schools and the community

### Community Coaches

The Community Sports Coach scheme, launched jointly in 2004, by the Department for Culture, Media and Sport (DCMS) and the Department for Children, Schools and Families (DCSF) has created around 3,000 paid, qualified Community Sports Coaches. These work in local areas to increase the number and range of coaching opportunities for young people. The scheme is partially funded by DCMS and is managed nationally by Sports Coach UK and Sport England. Community Sports Coaches work as a team across an area going into schools, clubs and local authority sports centres and parks based on identified need. [www.sportengland.org/cscs](http://www.sportengland.org/cscs)

### Playing for Success – study support centres

Playing for Success (PFS) is a Department for Children, Schools and Families (DCSF) initiative established in 1997 by the department in partnership with the Football Association (FA) Premier League, the Nationwide League, their clubs and Local Authorities (LAs).

Through Playing for Success, the department is establishing out of school hours study support centres within top football clubs and at other sports' clubs grounds and venues. The centres use the environment and medium of football, rugby and other sports to help motivate pupils identified by their schools as being in need of a boost to help them get back up to speed in literacy, numeracy and information and communication technology (ICT).

Centres are equipped with the latest ICT facilities and are open after school hours, at the weekend and in the holidays. Typically, each pupil attends a two hour session each week for 10 weeks.

A Centre Manager (a qualified, experienced teacher), supported by higher education and further education students and members of the local community working as mentors, staff the centres. Centres have strong links with schools to ensure that Centre Managers understand pupils' needs and schools recognise pupils' achievements at the centre.

Following the success of Playing for Success in FA Premier League and Nationwide Division One clubs the Department for Children, Schools and Families supported a small pilot extension in 2000. A second

roll-out extension began in October 2002 with further extensions in spring 2004 and September 2005. This has happened in two ways: for lower division football clubs, through a partnership between the Football Foundation and DCSF; and for other sports through funding secured following the department's end year finance review exercise.

New sports involved include rugby league/union, cricket, hockey, ice hockey, tennis, gymnastics, basketball and horseracing.

Currently over 150 sports clubs have signed up to the full Playing for Success model and 99 have opened centres to date. Around 180,000 pupils have benefited so far, and over 55,000 will benefit each year when all centres are open.

Funding is based on a three way partnership between Government, Department for Children, Schools and Families and Local Authorities through the Standards Fund, the sports clubs and business sponsors. From October 2002, the Football Foundation became a new partner in supporting centres in football clubs outside the FA Premier and Division One leagues. [www.dfes.gov.uk/playingforsuccess/](http://www.dfes.gov.uk/playingforsuccess/)

### Make Space

Make Space is a campaign launched in October 2002 by 4Children supported by the Nestle Trust with the aim of transforming opportunities for young people in England with the development of a network of out-of-school clubs for 11-16 year olds, supporting the extended services core offer.

In three years, the campaign had registered over 1,000 member clubs, supporting nearly 150 clubs to achieve Make Space accredited status.

The clubs operate in a wide range of environments. They may be based in rural, urban or suburban areas and housed in schools, community centres or purpose built accommodation. Clubs may be run as charities, by local authorities or as small social enterprises. The core criteria of Make Space clubs are:

- Dynamic and contemporary out of school hours facility for 11-16 year olds.
- Provide a safe and accessible environment appropriate to young people.

- Based around a chill-out space where young people can relax, meet their friends and enjoy their leisure time in comfortable surroundings.
- Have a quiet space where young people can access computers and the Internet, study or read in peace.
- Offer an activity space, or access to local facilities, providing young people with a range of sporting, arts and other opportunities.
- Are consultative, with mechanisms in place to involve young people in all aspects of their club.

In addition, Make Space clubs work towards:

- Opening regularly after school from 3.45pm until 9pm for young people aged 11-16.
- Providing advice for young people on personal relationships, social and health issues.
- Developing a membership system for access to the club.
- Implementing a fee structure to support the sustainability of the club. [www.makespace.org.uk/](http://www.makespace.org.uk/)

### School Sports Partnerships

School Sport Partnerships (SSPs) are groups of schools working together to develop PE and sport opportunities for all young people. The programme is supported by The Youth Sport Trust providing advice, investment and training.

A typical partnership consists of –

- A partnership development manager (PDM);
- Up to eight school sport co-coordinators (SSCOs);
- 45 primary and special school link teachers (PLTs).

A PDM is a full-time role usually based within a Sports College. They manage the SSP and develop strategic links with key partners in sport and the wider community.

A School Sports Coordinator is based in a secondary school and concentrates on improving school sport opportunities, including out of hours school learning, intra and inter-school competition and club links, across a family of schools as well as in his or her own school.

Primary Link Teachers are based in primary and special schools and aim to improve the quantity and quality of PE and sport in their own schools.

There are currently around 400 SSPs, over 2400 SSCOs and 14,00 PLTs covering most schools across England. [www.youthsporttrust.org](http://www.youthsporttrust.org)

## National Schools Competition Framework and Competition Managers

In December 2004, the Government announced additional funding of £519m for 2006 to 2008 to continue and expand the national PE, School Sport and Club Links (PESSCL) strategy. Part of this will fund the employment of new Competition Managers in School Sports Partnerships. These will contribute significantly to the ambition that, by 2010, a high quality school sport national competition framework will have been developed and implemented locally providing opportunities for all to compete. It is now recognised that high quality competition is one of the four key elements – along with Out of Hours Activity, the PE Curriculum and Club Links – within high quality physical education and school sport for all young people.

The National Schools Competition Framework has been developed to complement the principles of long-term athlete development. The approach will provide consistency to competition structures across sports that reflect the local player pathway development being undertaken by County Sports Partnerships. Seven sports have been included in the framework since September 2005 and the competitions piloted in 20 areas across the country. The sports and competitions are as follows:

- Rugby Union
- Netball
- Gymnastics
- Swimming
- Badminton
- Tennis
- Table Tennis

### Key Stage 3/4 (12-16yrs)

Inter-school leagues and cup competitions

### Key Stage 3 (11-12yrs)

Multi-sport competition central venue leagues

### Key Stage 2 (7-9yrs)

Multi-sport competition central venue leagues

### Key Stage 1

Annual multi-skill festivals (off site)

[www.sportengland.org/index/get\\_resources/school\\_sport.htm](http://www.sportengland.org/index/get_resources/school_sport.htm)

## Activemark and Sportsmark

Sportsmark is an accreditation scheme for secondary schools. It is a developmental and auditing tool that rewards and recognises a school for its out-of-hours sports provision and a broad and balanced PE curriculum.

There are two levels of award: Sportsmark and Sportsmark Gold. Schools can receive a Distinction at either level. In particular the scheme concentrates on:

- the planned time given to physical education within the core curriculum
- breadth and balance within the core PE programme
- the promotion of fair play and the encouragement of positive sporting attitudes
- opportunities for students to extend their experiences outside the core curriculum, in out-of-school-hours clubs and with other sports organisations
- the opportunities for competition for students within and outside the school setting
- the support given to talented performers
- the development of sports partnerships within the community
- leadership training and practical opportunities for students to extend their leadership skills
- opportunities for continuous professional development for teachers
- development targets for physical education and school sport.

Activemark and Activemark Gold is an accreditation scheme for the primary sector that recognises and rewards a school for its commitment to promoting the benefits of physical activity and offering good physical activity provision. The programme provides schools with a thorough auditing and development tool to help raise the standard of physical activity provision. The Activemark process is closely linked with the British Heart Foundation's (BHF) The Active School Resource Pack for Primary Schools, which offers practical steps and guidance on how to plan, as well as ideas on improving all-round physical activity provision.

[www.sportengland.org/activemark\\_and\\_sportsmark.htm](http://www.sportengland.org/activemark_and_sportsmark.htm)

## Sports Partnership Mark

In 2004, Sport England, the Department for Children, Schools and Families and The Department for Culture, Media and Sport consulted on proposals to further develop and reintroduce Activemark and Sportsmark and to introduce a new Sports Partnership Mark. The proposals received strong support.

As a result, from 2006 the kitemarks have rewarded delivery of the national PE, School Sports and Club Links (PESSCL) strategy and are awarded annually in the autumn term to successful schools, without the need for a separate application, and based on the findings of the national school sport survey, which all partnership schools take part in.

More information on the new kitemarks is available from [www.teachernet.gov.uk/pe](http://www.teachernet.gov.uk/pe)

## TOPS

The TOPs Programme pre-dates the national PESSCL strategy but continues to make a significant contribution to the core aim of PESSCL to drive up participation and standards in physical education and school sport. TOPs is one of the programmes of the Youth Sport Trust and provides the tools required for the delivery of high quality PE and school sport for all young people from 18 months to 18 years. TOPs comprises training, resource packs and equipment for teachers and others working in sport and PE with children. TOPs resources are packaged and branded to suit children of all ages and abilities:

- TOP Tots (18 month to 3 year age group) – Uses physical activity to develop communication and language techniques, co-ordination, cooperation and social skills.
- TOP Start (3 to 5 year age group) – Focused on developing basic movement and ball skills. It is designed to encourage the full integration of children with disabilities.
- TOP Play (4 to 9 year age group) – Develops core physical and movement skills for this age group.
- Primary TOP Programmes (7 to 11 year age group) – As well as developing skills in a range of sports for young people, the primary TOP programmes provide an enhanced set of resources and training for teachers supported by private sector sponsorship.
- TOP Link (14 to 16 year age group) – Encourages 14-16 secondary school students to organise and manage sport or dance festivals in local primary schools and relates directly to the 'Step into Sport' leadership and volunteering strand of PESSCL.
- TOP Sportsability (all age groups) – Focuses on the integration of disabled and non-disabled young people through a variety of sporting challenges.



# Appendix D

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- Playing for Success, DfES 2002, 2004
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- Study Support, a National Framework for Extending Learning Opportunities, DfES, 2006
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# Appendix E

Glossary

### **business plan**

A plan for a specific proposal or project. In a school or group of schools, this could be a business plan for extended services across the five strands of the 'core offer' (see below). Or in a single school, the business plan could be for a specific proposal, say to extend an existing space in the school for use to deliver the art curriculum and a varied programme of after school activities followed by a community arts programme later in the evening. The business plan will state the aims and objectives of the proposals, the assumptions and choices made with respect to (amongst other things) usage, programming, pricing, staffing and marketing. It will set out the projected income and expenditure and how changes to the projected figures will be monitored and managed. The business plan should be the key document in guiding management decision-making.

### **clawback and replacement**

A mechanism used by grant-aiding organisations (e.g. Sport England and other lottery fund distributors) to ensure that the community benefit from grant aided facilities that are demolished to accommodate redevelopment are replaced with facilities offering at least the equivalent benefit.

### **core offer**

The Government have set out a core offer of services that they would like all schools to offer access to (in partnership with local authorities and local providers) by 2010:

- High quality wraparound childcare in primary schools provided on the school site or through other local providers, with supervised transport arrangements where appropriate, available 8am-6pm all year round or to reflect community demand.
- Varied menu of activities to be on offer, including homework clubs and study support, sport, music tuition, dance and drama, arts and crafts, special interest clubs such as chess and volunteering, business and enterprise activities.
- Parenting support including information sessions for parents at key transition points, parenting programmes run with the support of other children's services and family learning sessions to allow children to learn with their parents.
- Swift and easy referral to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support, and (for young people) sexual health services. Some may be delivered on school sites.
- Providing wider community access to ICT, sports and arts facilities and adult learning and sign-posting to existing community facilities.

### **hard to reach groups**

Any group which is difficult to access for any reason, such as:

- Physical inaccessibility.
- Language.
- Cultural perceptions and traditions.
- Social expectations.

### **out-of-hours**

Those hours outside normal lesson times.

### **PPA time**

Planning, Preparation and Assessment time; a Government initiative which provides teaching staff with time away from the classroom to plan and prepare for lessons.

### **sinking fund or replacement fund**

Monies put aside each year to provide for the cost of replacing items of capital equipment. (Not to be confused with depreciation – an item on the balance sheet of an organisation which takes into account that the value of the organisation's capital assets will have fallen, or depreciated, through the accounting period.)

### **strategic need assessment**

An assessment of need that takes an outward-looking approach and considers future needs, provision and opportunities across an area. A needs assessment will take into account a wide range of internal and external factors established through consultation and desk-based research.

### **study support**

Activities which take place out-of-hours and which have a learning focus linking to the school curriculum.

### **Transfer of Control Agreement/Community Use Agreement**

A Transfer of Control Agreement sometimes called a Community Use Agreement specifies which party controls particular facilities, at what times, the number of staff and who employs them, financial arrangement such as which party fixes fees and charges, what happens to income from charges, treatment of energy and other costs, responsibility for repairs, health and safety and a range of other matters. If control of any part of the school premises is to be shared or transferred during school hours, the school must first get consent to the terms of its Transfer of Control Agreement from the local authority.

### **a whole community approach, community access**

An approach that includes everyone living or working within the catchment area of a school or education site whether or not they have any link or connection with the school.