



2005/06 School Sport Survey

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1. Executive Summary

The Department for Education and Skills (DfES) commissioned TNS, an independent research company, to conduct the third annual survey of school sport in England covering the academic year 2005/06. In total, 16,882 schools within School Sport Partnerships took part in the survey between May 2006 and July 2006. The survey reports on what over 5 million school children are doing and is the largest survey of its kind in Europe.

Key Findings

Participation in PE and School Sport

- Overall 80% of pupils in partnership schools participate in at least two hours of high quality¹ PE and school sport in a typical week. This represents an increase of almost 16% on 2004/05 (when 69% of pupils participated) and 29% on 2003/04 (when 62% participated).
- This means that the 2006 school sport Public Service Agreement target – to ensure that at least 75% of 5 -16 year olds are spending at least two hours each week on PE and sport – shared by the DfES and the Department for Culture, Media and Sport (DCMS) has been exceeded by five percentage points.
- In all three types of school – primary (82%), secondary (78%) and special (82%) – the 2006 target has been exceeded.
- Since the 2004/05 survey the most marked improvements have been across the primary phase of schooling (particularly in Years 1, 2, 3 and 4).
- Across all year groups, pupils in all partnership schools spend an average of 111 minutes each week on curriculum PE. There has been a significant rise in the

¹High quality is defined as 'producing young people with the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health-enhancing physical activities, in line with their abilities.' *Learning through PE and Sport – A guide to the PE, School Sport and Club Links Strategy.*

percentage of pupils receiving their two hours of high quality PE and school sport entirely within the curriculum. This has increased year on year from 44% in 2003/04, to 50% in 2004/05 and now 61% in 2005/06 – a rise of 39% (or 17 percentage points) on 2003/04.

Participation in Competitive Sport

- Competitive sport – such as football and athletics – remain popular with almost all schools offering them. For example 98% of schools offer football, 92% athletics, 89% cricket, 81% netball, 77% hockey, 77% rugby² and 76% tennis.
- In partnership schools during the 2005/06 academic year, 71% of pupils were involved in intra-school competitive activities.
- 97% of partnership schools reported that they had held at least one school sports day or equivalent during the academic year. In addition 10,725 competitive festivals of sport were staged by the network of school sport partnerships in the last school year with the median being 26 per school sport partnership.
- A total of 37% of pupils from Years 4 – 11 were involved in inter-school competition during the academic year. This represents a 6% rise on 2004/05 (when 35% of pupils participated) and a 12% rise on 2003/04 (when 33% of pupils participated).

Sports Provision

- Partnership schools provided an average of 16 different sports. This represents an increase on both 2004/05 (when the average was 14.9) and 2003/04 (when the average was 14.5).

Club Links

- The 2005/06 survey found that each partnership school has club links for an average of just over six different sports, up from five sports recorded in the 2003/04 and 2004/05 surveys. The most common sports for which there were

² Either rugby league or rugby union

club links were football (78%), cricket (52%), rugby union (46%), dance (40%) and athletics (38%).

- Across Years 2 – 11, 27% of pupils in partnership schools participated in at least one sports club linked to their school (this includes dance and multi-skill clubs). This represents a 22% rise on 2004/05 (when 22% of pupils participated) and 42% on 2003/04 (when 19% of pupils participated).

Gifted and Talented Pupils

- Across Years 5 -11, 189,000 pupils in partnership schools are registered as gifted and talented because of their ability in physical education or sport. This compared to 106,100 in 2004/05 and 44,000 in 2003/04.

Sports Volunteering and Leadership

- Across Years 10 - 13, 13% of pupils in partnership schools have been actively involved in sports volunteering and leadership during the academic year. This represents an 18% rise on 2004/05 (when 11% of pupils were involved) and a 44% rise on 2003/04 (when 9% of pupils involved).

Conclusion

The latest (2005/06) survey of school sport has demonstrated that the 2006 PE and school sport Public Service Agreement target to enable 75% of 5 -16 year olds to do at least two hours of high quality PE and out of hours school sport has not only been met in partnership schools, but has been exceeded by five percentage points. Furthermore it has in fact been exceeded in primary, secondary and special schools.

Improvements have not just been limited to the topline PSA target measure, but can be observed on all measures monitored by the survey. This implies that the partnerships are fully engaged in all areas of school sporting activities, and not just focused on the targets.

2. Background and Objectives

2.1 Background

Physical Education (PE) and sport play an important role in school life. They help to raise standards, improve behaviour and health, increase attendance and develop social skills. Over £1.5 billion is being invested by the Government over the five years to 2008 to transform PE, school sport and club links.

A joint Department for Education and Skills (DfES)/Department for Culture, Media and Sport (DCMS) Public Service Agreement Target (PSA) has been set, to enhance the take up of sporting opportunities by 5-16 year olds as follows:

'Enhance the take-up of sporting opportunities by 5 to 16 year olds so that the percentage of school children in England who spend a minimum of two hours each week on high quality³ PE and school sport within and beyond the curriculum increases from 25%⁴ in 2002 to 75% by 2006 and to 85% by 2008, and to at least 75% in each School Sport Partnership by 2008.'

The national PE, School Sport and Club Links strategy brings together eight distinct, but interlinked, strands of work. One of these is the School Sport Partnership Programme. The programme is based around 'families' of secondary, primary and special schools which have a Specialist Sports College acting as the hub of the family. At the heart of the programme is the Partnership Development Manager (PDM) who is responsible for managing the partnership, while in every secondary school there is a School Sport Co-ordinator (SSCo), and in every primary or special school a Primary Link Teacher (PLT) or Special School Link Teacher (SSLT) who is responsible for leading the strategy at that particular school. Staff are funded by the programme to allow them to do this.

³ High quality is defined as 'producing young people with the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health-enhancing physical activities, in line with their abilities.' *Learning through PE and Sport – A guide to the PE, School Sport and Club Links Strategy.*

⁴ The 2002 baseline was an estimate of the level of PE and school sport participation in English schools.

When the 2005/06 survey was conducted there were 410 live School Sport Partnerships incorporating 80% (or 17,122) of schools in England. When the 2004/05 survey was undertaken there were 312 live school sport partnerships incorporating 54% of schools in England and at the time of the 2003/04 survey there were 222 partnerships incorporating 30% of schools in England.

The partnerships were set up in a number of phases, starting in September 2000, as follows:

Phase number	Date started	Phase number	Date started
1 Original	Sept 2000	9 Original	Sept 2005
2 Original	April 2001	1 Expansion (2004/05)	Sept 2005
3 Original	Sept 2001	2 Expansion (2004/05)	Sept 2005
4 Original	April 2002	3 Expansion (2004/05)	Sept 2005
5 Original	Sept 2002	4 Expansion	Sept 2005
7 Original	Sept 2003	5 Expansion	Sept 2005
1 Expansion (pre 2004/05)	Sept 2003	7 Expansion	Sept 2005
8 Original	Sept 2004	8 Expansion	Sept 2005
2 Expansion (pre 2004/05)	Sept 2004	9 Expansion	Sept 2005
3 Expansion (pre 2004/05)	Sept 2004		

2.2 Research objectives

The objective of the survey was to collect responses from partnership schools to 10 key questions related to the national school sport strategy. The questions are set out in full at the **annex** to this report. The national school sport strategy defines 'high quality PE and school sport' as producing young people with the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health-enhancing physical activities, in line with their abilities. Schools were also advised that curriculum time for PE should exclude travelling time as well as time provided at break and lunchtimes.

2.3 Methodological approach

TNS, an independent research company, conducted the survey on behalf of DfES.

Partnerships were asked to answer the 10 questions either on paper or online via a dedicated website. As in the previous surveys, two models of data collection were

offered to partnerships, with the Partnership Development Managers making the choice between the:

- **Schools Model**, which involved TNS sending materials directly to schools; or
- **PDM Model**, which involved Partnership Development Managers having a much greater level of responsibility for data collection across their schools. Under this model, PDMs were sent the questionnaires for distribution to schools and were asked to take responsibility for tracking responses, and ensuring that questionnaires were returned to TNS.

A total of 379 PDMs (92%) chose the PDM Model with the remainder selecting the Schools Model.

By the final deadline⁵, a total of 16,882 usable responses had been received, as follows: 73% on the web and 27% on paper. This represents an overall response rate of 99% - an increase of four percentage points on the 2004/05 survey. Three quarters of partnerships achieved a 100% response rate and only 11 partnerships provided a response rate below 90%.

2.4 Validation exercise

For the second time, a small-scale validation exercise was undertaken by TNS to verify the accuracy of the answers to four of the key questions within the survey. These questions were:

- the amount of time children spend on PE and school sport (questions 1 and 2)
- the number of children participating in club sport (question 8); and
- the number of children actively involved in sports volunteering and leadership (question 10)

⁵ Paper questionnaires had to be returned by 15 June 2006 while those completing the survey online were required to do so by 6 July 2006.

The validation exercise involved visits to 10% (41) of the 410 partnerships, selected at random. TNS concluded that the majority of schools kept auditable records of the figures they submitted. However, even when these have not been available, TNS was satisfied that from the verbal accounts of the approach adopted by schools, they should have produced reasonably robust results. Furthermore, the validation exercise did not uncover any systematic miss-reporting of the data.

As a result of this exercise TNS recommended that for next year's survey it will be important to further reinforce the importance of record keeping.

2.5 Reporting

This report covers all partnership schools that returned completed, usable questionnaires by the final deadline (paper 15 June 2006 and online 6 July 2006). The figures shown in the text and charts in this report have been rounded to the nearest percentage point.

3. Participation in PE and School Sport

Overall, 80% of pupils in partnership schools participated in at least two hours of high quality PE and school sport in a typical week – up 11 percentage points or almost 16% on the 2004/05 survey and up 18 percentage points or 29% on the 2003/04 survey.

This means that the 2006 school sport Public Service Agreement target – to ensure that at least 75% of 5 -16 year olds are spending a minimum of 2 hours each week on PE and sport – has not only been met in partnership schools, but has been exceeded by five percentage points. Looking at the data in terms of the type of school, all three types (primary, secondary, special) achieved levels in excess of the 2006 target. Participation by year group is presented in Figure 1.

Figure 1: Percentage of pupils who participated in at least two hours of high quality PE and out of hours school sport in a typical week – analysed by year group

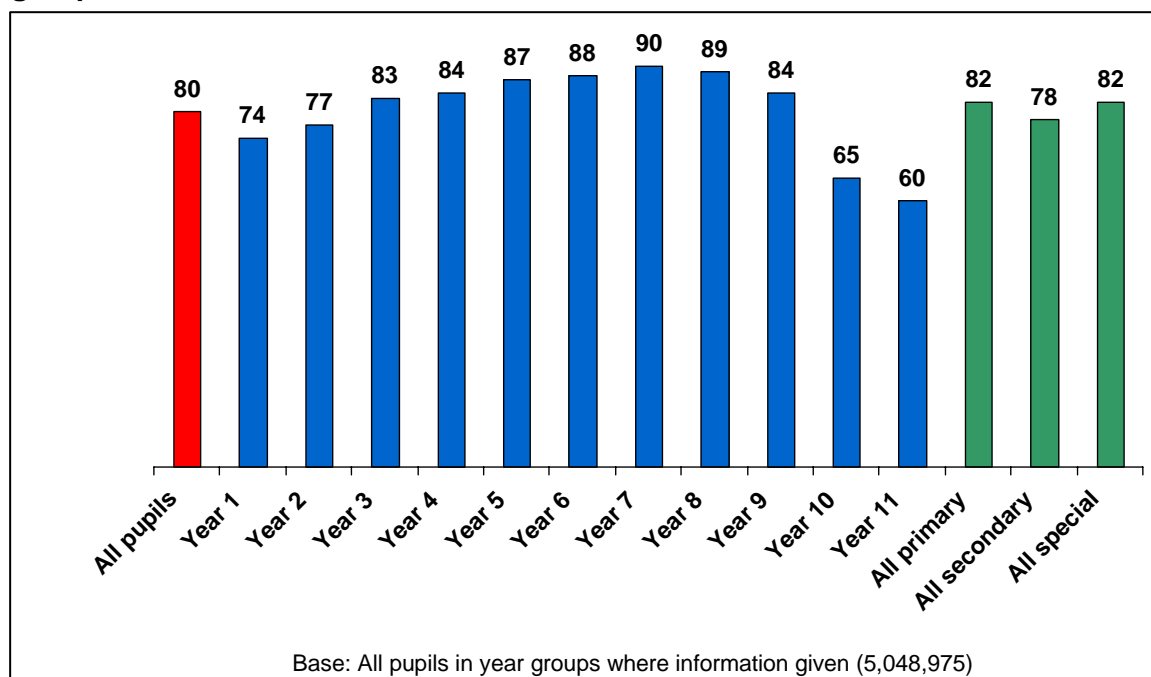
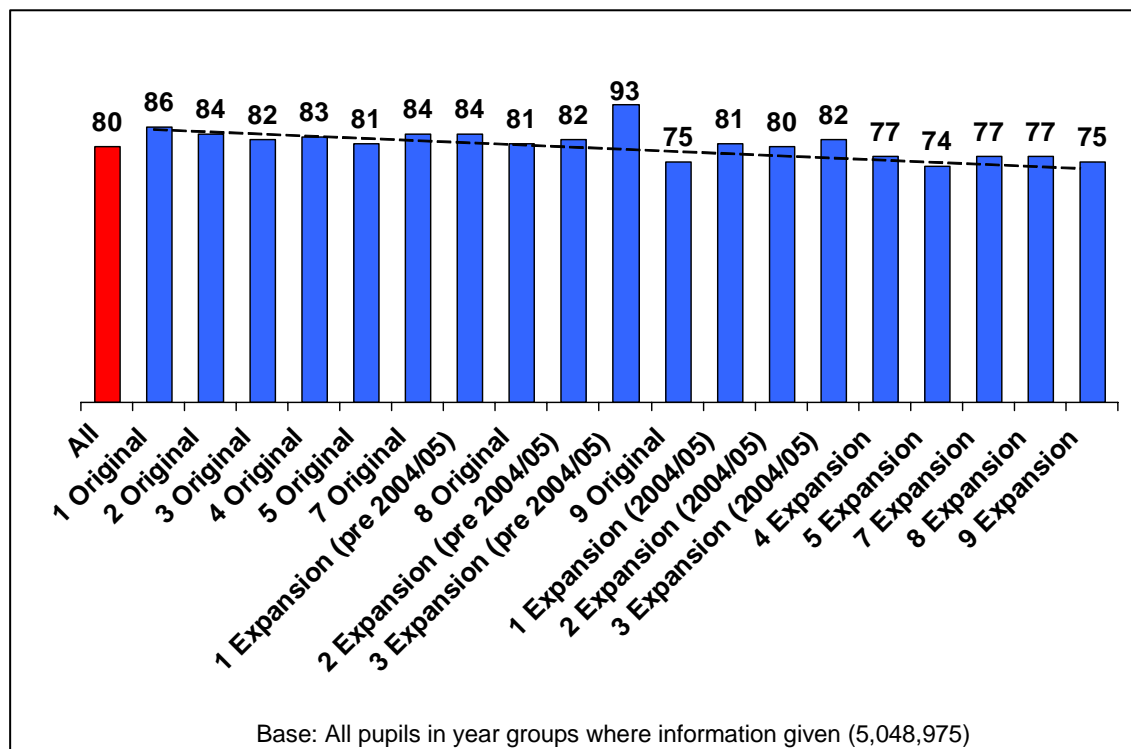


Figure 2 below also illustrates participation, analysed by partnership phase. The phases are presented in the date order in which they were established, with the longest established on the left side of the chart. Some phases have been split as they expanded in two distinct phases. The data shows that participation levels tend to be slightly lower in the most recently established partnerships, but that the relationship between date established and participation levels is by no means a perfect one.

Figure 2: Percentage of pupils who participated in at least two hours of PE and out of hours school sport in a typical week – analysed by Partnership Phase



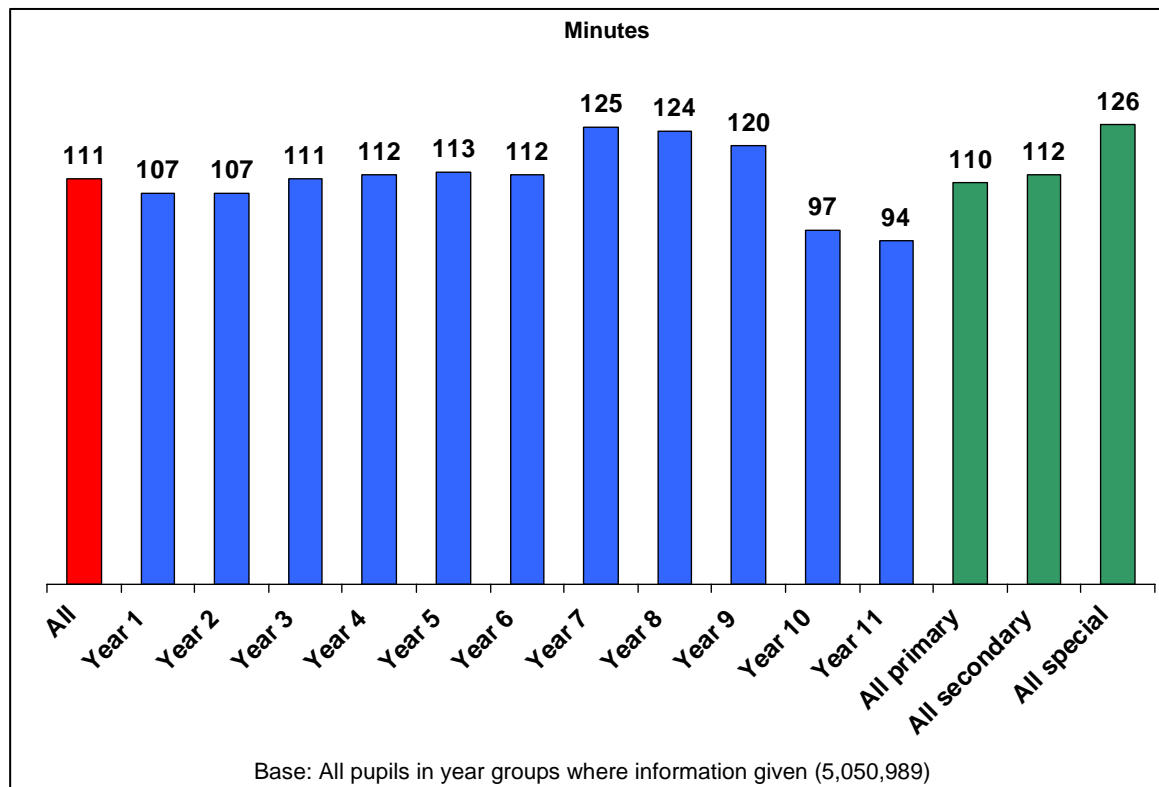
In terms of individual partnerships, 317 of the 410 partnerships taking part in the survey (i.e. 77%) achieved at least 75% participation in two hours of PE and school sport.

The next chart shows how there have been changes in individual year groups over time. Previous surveys have shown that pupils in Years 5, 6, 7 and 8 were most likely to have participated in at least two hours of PE/school sport. Figure 3 shows how over the last year the greatest improvements have been brought about in primary schools – particularly in Years 1, 2, 3 and 4. In Years 10 and 11 participation rates are weaker and the improvement between 2004/05 and 2005/06 has been smaller.

Figure 3: Percentage of pupils who participated in at least two hours of high quality PE and out of hours school sport in a typical week – analysed by year group over time

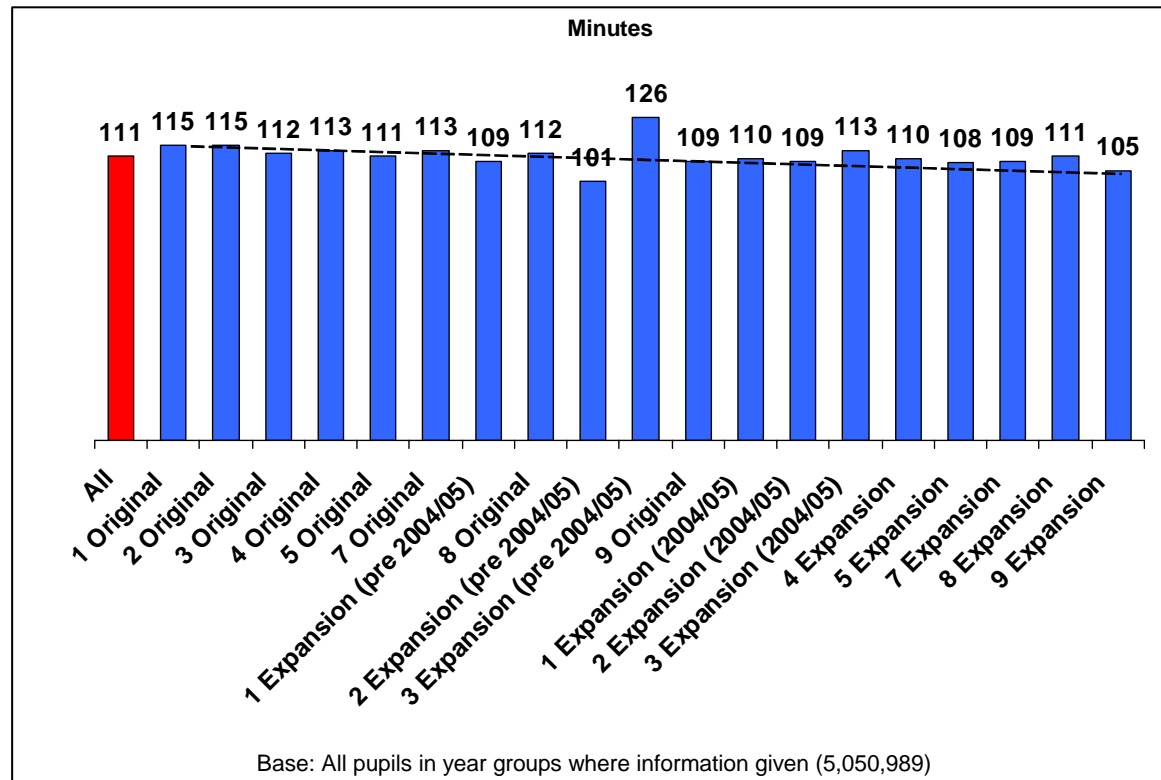
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Figure 4: Total curriculum time that all pupils in each year group spend taking part in PE in a typical week – analysed by year group



Pupils in partnership schools spent an average of 111 minutes participating in curriculum PE in a typical week. The pattern varied by year group in a similar way to the pattern on the percentage of pupils participating in at least two hours of PE and school sport (see Figure 4).

Figure 5: Total curriculum time that all pupils in each year group spend taking part in PE in a typical week – analysed by Partnership Phase



As illustrated above in Figure 5, in all Phases pupils received a *minimum* average of 101 minutes of curriculum PE. In the longer established Phases however, pupils tended to receive slightly more curriculum PE – although the difference between the longer and more recently established Partnerships was not very great.

Figure 6 shows in detail the range of minutes that pupils spend taking part in curriculum PE. The chart illustrates that the percentage of pupils receiving their two hours of PE and sport entirely within curriculum time has again increased – to 61% overall. In 2004/05 the figure was 50% and in 2003/04 it was 44%.

Figure 6: Total curriculum time that all pupils in each year group spend taking part in a typical week – ranges

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A total of 61% of pupils participate in at least two hours of curriculum PE, and overall 80% of pupils participate in at least two hours of *PE/school sport*, therefore, for 19% of pupils there is a 'top up' of out of school hours school sport which brings their total amount of PE/school sport to at least two hours.

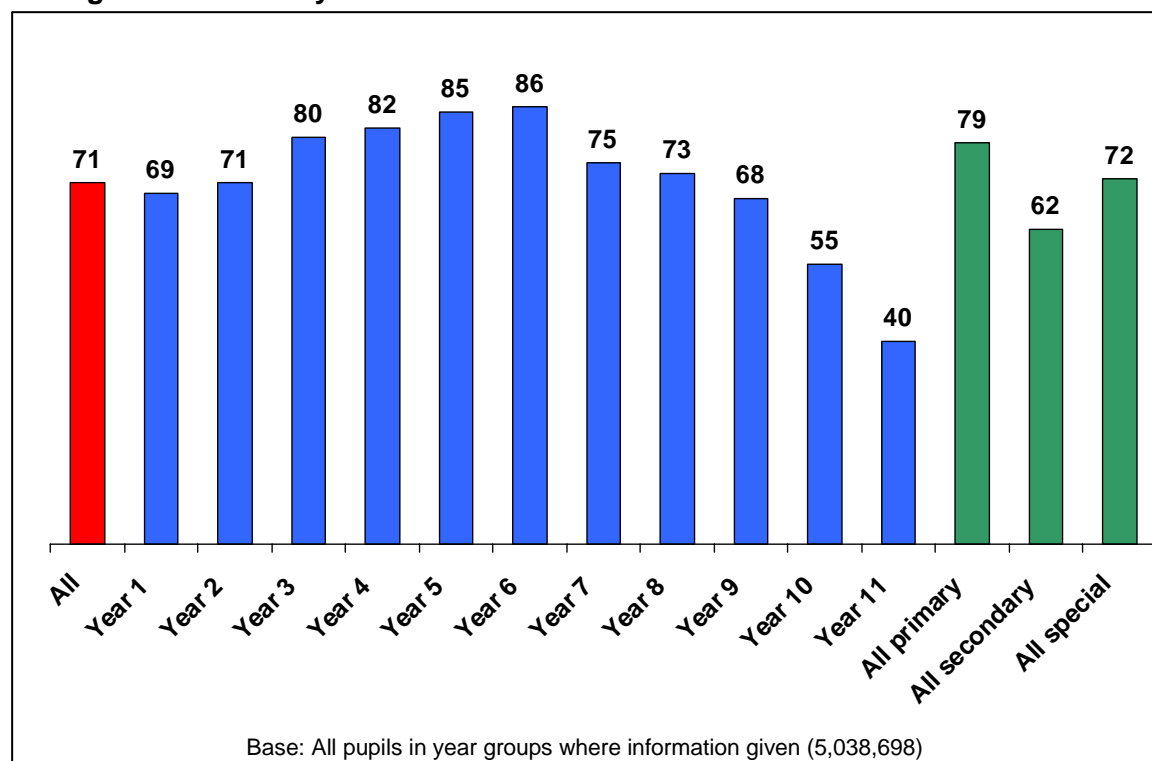
Interestingly, in 2004/05 there were again 19% of pupils who achieved their target of two hours of *school sport/PE* via the 'top up'. However, considering that a lower percentage overall achieved the two hour target (just 69% compared to 80% in 2005/06) it is clear that the increase in the proportion achieving the target has primarily been driven by an increase in curriculum PE rather than out of school hours sport.

4. Competitive Sport

Competitive sport – such as football and athletics – remain popular with almost all schools offering them. For example 98% of schools offer football, 92% athletics, 89% cricket, 81% netball, 77% hockey, 77% rugby⁶ and 76% tennis.

In partnership schools during the 2005/06 academic year, 71% of pupils were involved in intra-school competitive activities (for example house or class matches and leagues).

Figure 7: Percentage of pupils involved in intra-school competitive activities during this academic year



⁶ Either rugby league or rugby union

Figure 8: Percentage of pupils involved in inter-school competition during the academic year

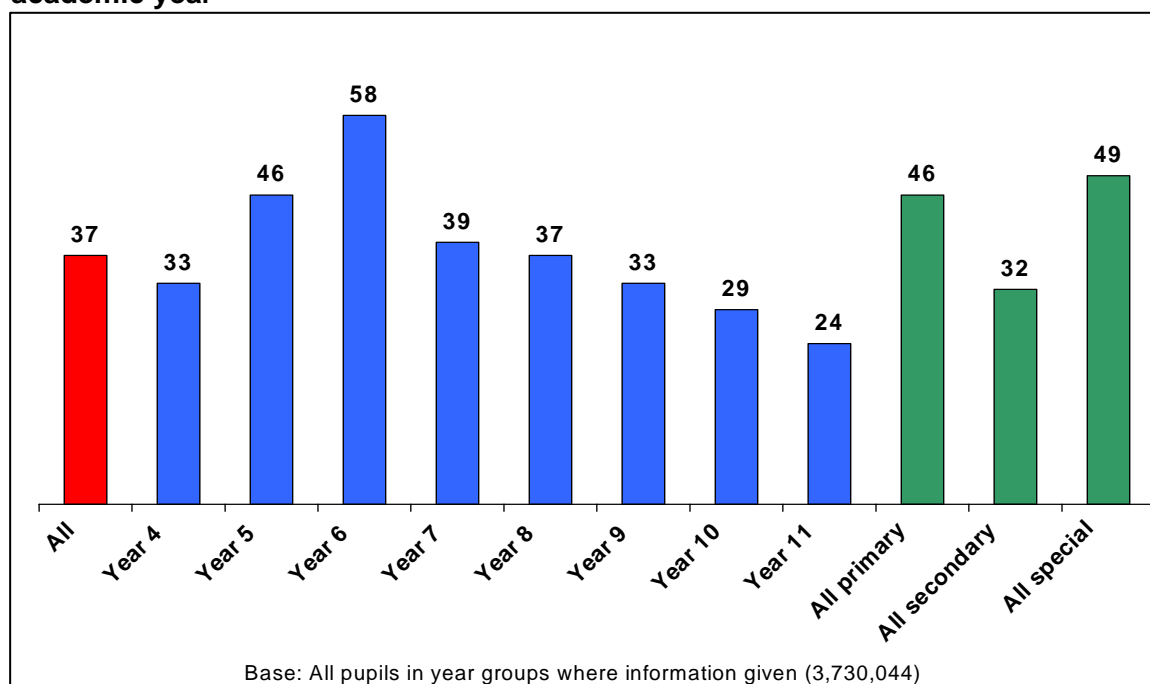


Figure 8 shows that during the 2005/06 academic year a total of 37% of pupils from Years 4 to 7 were involved in some sort of inter-school competition. This represents a 6% rise on 2004/05 (when 35% of pupils were participating) and 12% rise on 2003/04 (when 33% of pupils were participating).

The survey also found almost all (97%) partnership schools held at least one sports day or equivalent event. Analysed by school type, 98% of partnership primary schools indicated that they had held such an event, 95% of secondary schools and 91% of special schools. In addition 10,725 competitive festivals of sport were staged by the network of school sport partnerships in the last school year with the median being 26 per school sport partnership.

5. Sports Provision

Schools were asked to indicate the range of sports activities they had provided during the 2005/06 academic year. An average of 16 different sports is provided in each school – an increase from the 2004/05 figure, which was 14.9, and the 2003/04 figure which was 14.5.

Figure 9: Sports and activities provided during current academic year

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The most widely available sports are football (98%), dance (96%), gymnastics (95%), athletics (92%), cricket (89%) and rounders (87%). These have consistently been the most widely available sports over all three surveys. Lower down the table there are a number of sports which have shown very big increases in availability over the three years that this study has taken place. Of particular note is the increasing availability of multi-skill clubs – up from 26% in 2003/04 to 39% to 56% in 2005/06. To a lesser extent there have also been increases in the availability of fitness (up from 58% in 2003/04 to 73% in 2005/06), orienteering (46% to 55%), cycling (21% to 34%), canoeing (17% to 24%), golf (14% to 23%), archery (7% to 16%).

6. Club Links

Schools had club links for an average of just over six sports – up from five recorded in both the 2003/04 and 2004/05 surveys. The most common clubs link sports were football (78%), cricket (52%), rugby union (46%), dance (40%) and athletics (38%). These have consistently been the most common. Particular increases are noted for links to gymnastics (up from 24% in 2003/04 to 31% in 2005/06), multi-skill clubs (7% to 22%), fitness (11% to 15%) and judo (8% to 12%).

Figure 10: Club links during current academic year
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Across Years 2 – 11 an average of 27% of pupils participated in one or more community sports, dance or multi-skills clubs with links to the school during the academic year (see Figure 17).

This proportion was at its highest in Years 4, 5 and 6, and at its lowest in Years 9, 10 and 11. Reflecting this, in primary schools 34% of pupils participated in community sports, dance or multi skill clubs with links to the school, while in secondary schools the figure was much lower at just 20%. The figure in special schools was between the two at 29%.

Figure 11: Percentage of pupils participating in community sports, dance or multi-skill clubs with links to school during the academic year

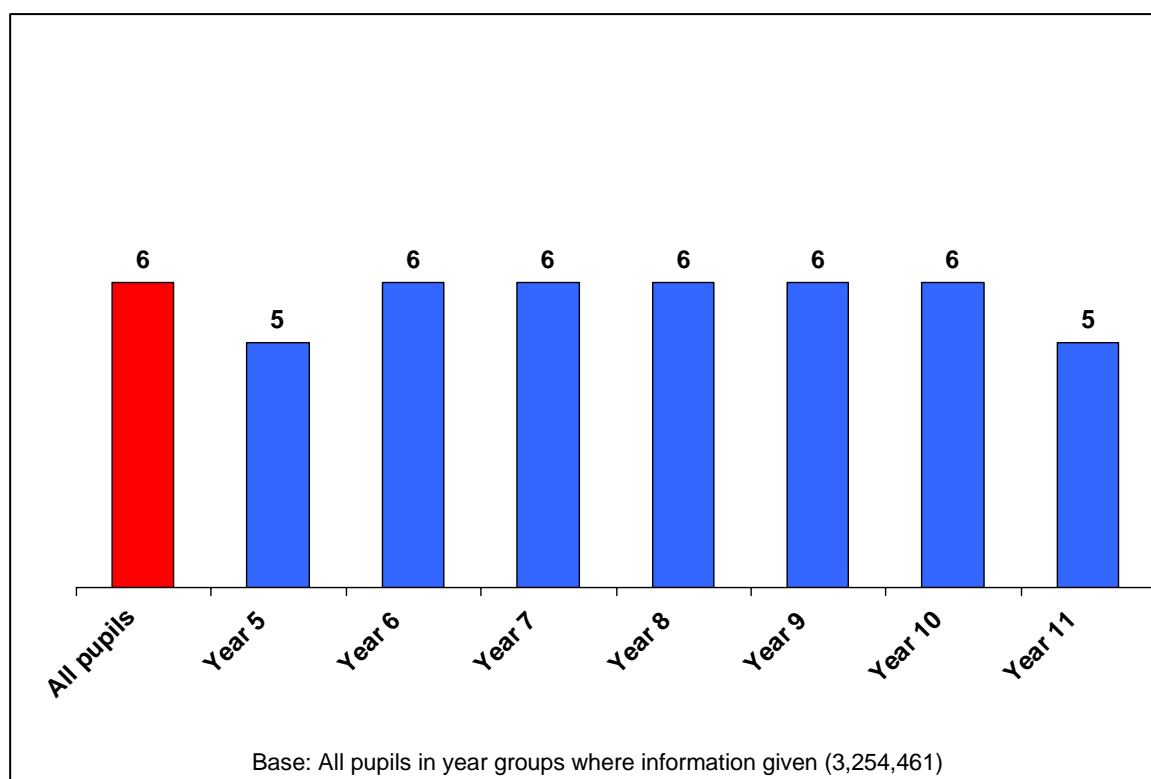


Figure 11 shows that across all year groups 27% of pupils participated in one or more sports club, linked to the school or school sport partnership, during the last academic year (this includes dance and multi-skill clubs). This represents a 22% rise on 2004/05 (22% participation) and 42% rise on 2003/04 (19% participation).

7. Gifted and Talented Pupils

For Years 5 – 11, partnership schools were asked to provide information about the numbers of pupils in each year who are currently registered as gifted and talented because of their ability in PE and/or school sport. The survey found that across Years 5 -11 over 189,000 pupils in partnerships schools were registered as gifted and talented (6%). This compares to 106,000 in 2004/05 and 44,000 in 2003/04.

Figure 12: Percentage of pupils currently registered as gifted and talented because of their ability in PE and/or school sport



8. Sports Volunteering and Leadership

Partnership schools were asked to provide information about the numbers of pupils who were actively involved in sports volunteering and leadership during the academic year. In the two previous years this question was limited to those in Years 10 – 13, but in the 2005/06 survey, schools were asked to provide the information relating to all pupils in Years 3 – 13. Across all year groups the 2005/06 survey found that 8% of pupils were actively involved in sports volunteering and leadership. Looking just at Years 10 – 13 (Figure 14), the proportion was 13% – up from 11% in 2004/05 and 9% in 2003/04.

Figure 13: Percentage of pupils actively involved in sports volunteering and leadership during the academic year

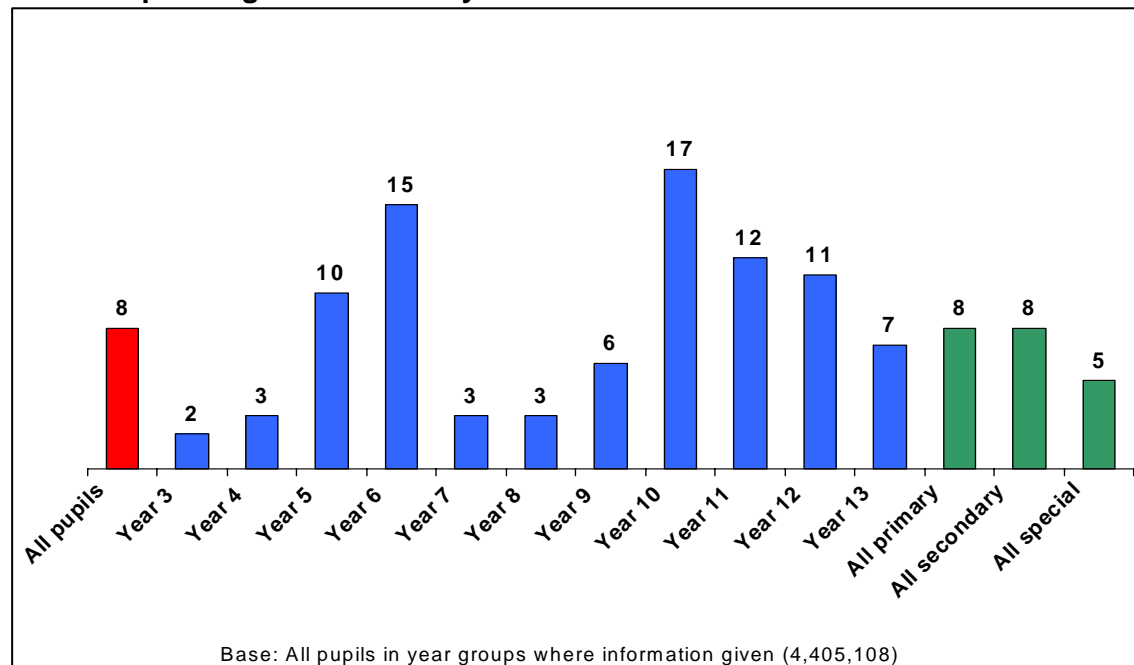
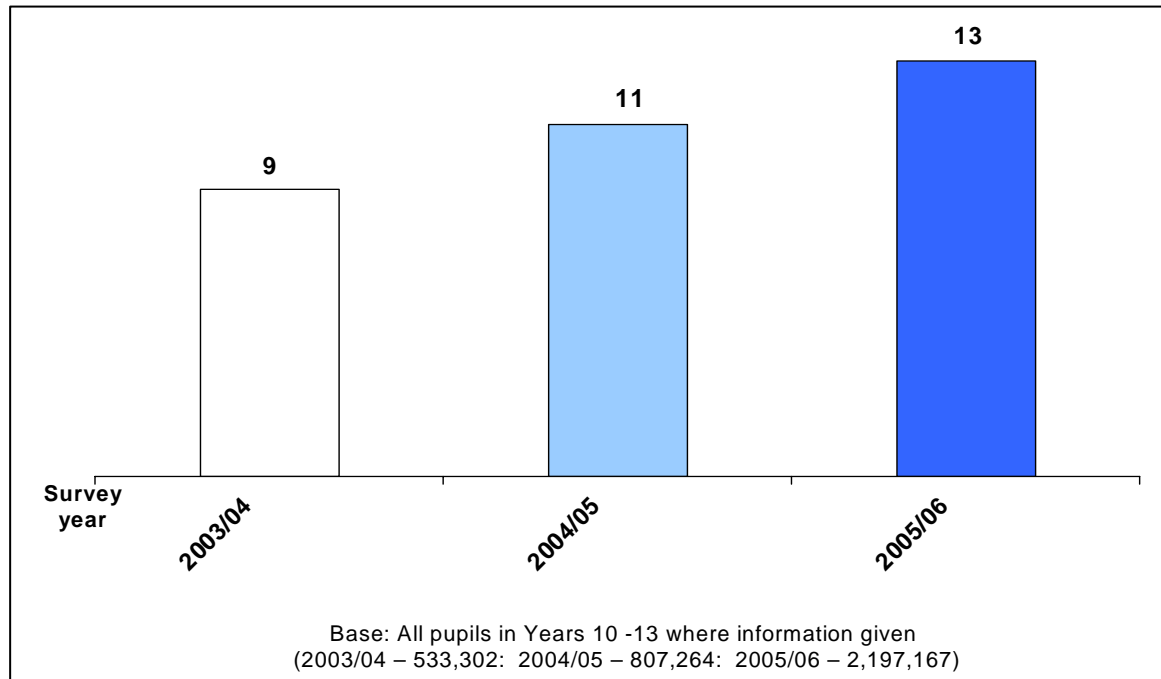


Figure 14: Percentage of pupils actively involved in sports volunteering and leadership during the academic year – analysed by year group over time (Years 10 – 13 only)



9. Conclusions

The latest (2005/06) survey of school sport has demonstrated that the 2006 PE and school sport Public Service Agreement target to enable 75% of 5 -16 year olds to do at least two hours of high quality PE and out of hours school sport has not only been met in partnership schools, but has been exceeded by five percentage points. Furthermore it has in fact been exceeded in primary, secondary and special schools.

The 2003/04 and 2004/05 surveys showed that participation levels were weaker across the primary phase of schooling. It is therefore of particular note that very considerable progress has been made in rising participation levels in Years 1, 2, 3 and 4. However, it is of some concern that improvements in Years 10 and 11 (at the top end of the age spectrum) have at best been modest.

The overall increase in participation levels in PE and school sport has primarily been driven by an increase in the amount of curriculum PE, rather than increases in out of school hours school sport.

Improvements have not just been limited to the topline PSA target measure, but can be observed on all measures monitored by the survey. This implies that the partnerships are fully engaged in all areas of school sporting activities, and not just focused on the targets.

Annex: Questionnaire



Physical Education, School Sport and Club Links

The purpose of this survey is to help you, your partnership and the Government to evaluate progress towards meeting the aims of the national PE, school sport and club links strategy.

We would like you to complete the questionnaire online at www.tnsinfo.com/sportsurvey. If this is not possible, then you can fill in this paper booklet. You will find detailed instructions and further information to help you with the survey on the website. We hope you find completing the survey straightforward.

Your School URN:

Your SSCO Partnership number:

School name and address:

Contact name (for queries):

Telephone number (for queries):

IMPORTANT DATES

If you choose to complete the paper questionnaire:	you must return this completed booklet by 15 June 2006
If you choose to complete the online questionnaire:	you must submit your data on the website by 6 July 2006

Please complete the questionnaire in black/blue ink only**About your school**

In order to be able to report accurately on the information you provide, we need current and accurate information about the number of pupils in each year group in your school. Please provide this information below.

How many pupils do you have in each year group?

Total number of pupils (put 0 if none)

Year 1	<input type="text"/>	Year 7	<input type="text"/>
Year 2	<input type="text"/>	Year 8	<input type="text"/>
Year 3	<input type="text"/>	Year 9	<input type="text"/>
Year 4	<input type="text"/>	Year 10	<input type="text"/>
Year 5	<input type="text"/>	Year 11	<input type="text"/>
Year 6	<input type="text"/>	Year 12	<input type="text"/>
		Year 13	<input type="text"/>

Question 1

What is the total curriculum time in minutes that ALL pupils in each year group spend taking part in PE* in a typical week?

Total curriculum time in minutes (put 0 if none)

Year 1	<input type="text"/> Minutes	Year 7	<input type="text"/> Minutes
Year 2	<input type="text"/> Minutes	Year 8	<input type="text"/> Minutes
Year 3	<input type="text"/> Minutes	Year 9	<input type="text"/> Minutes
Year 4	<input type="text"/> Minutes	Year 10	<input type="text"/> Minutes
Year 5	<input type="text"/> Minutes	Year 11	<input type="text"/> Minutes
Year 6	<input type="text"/> Minutes		

***Definition of 'PE':** *The planned teaching and learning programme in curriculum time that meets the requirements of the national curriculum for physical education.*

Question 2

What is the total number of pupils in each year group who participate in at least two hours of high-quality PE and out of hours school sport* in a typical week?

Total number of pupils (put 0 if none; leave year group blank if not applicable)

Year 1	<input type="text"/>	Year 7	<input type="text"/>
Year 2	<input type="text"/>	Year 8	<input type="text"/>
Year 3	<input type="text"/>	Year 9	<input type="text"/>
Year 4	<input type="text"/>	Year 10	<input type="text"/>
Year 5	<input type="text"/>	Year 11	<input type="text"/>
Year 6	<input type="text"/>		

TIPS ON ANSWERING QUESTION 2

If your answer to Question 1 is equal to or more than 120 minutes for any year group, the answer to this question will be the total number of pupils in that year group. In this case, you do not have to calculate time spent on school sport or additional PE.

If your answer to question 1 is less than 120 minutes for any year group, to answer this question you need to take the following steps.

- Check which pupils have additional time for PE and how much additional time they have. This will include lessons that the rest of the year group does not have, for example GCSE PE, or an extra PE lesson that some pupils have while others study an additional modern foreign language.
- Find out how long each pupil spends taking part in school sport in a typical week.
- Estimate whether each pupil participates in at least two hours of PE and school sport a week, including additional PE and school sport.
- Enter the number of pupils in each year group who participate in at least two hours of PE and school sport in a typical week.

Question 3

What is the total number of pupils in each year group involved in intra-school competitive activities during this academic year?

Total number of pupils (put 0 if none; leave year group blank if not applicable)

Year 1	<input type="text"/>	Year 7	<input type="text"/>
Year 2	<input type="text"/>	Year 8	<input type="text"/>
Year 3	<input type="text"/>	Year 9	<input type="text"/>
Year 4	<input type="text"/>	Year 10	<input type="text"/>
Year 5	<input type="text"/>	Year 11	<input type="text"/>
Year 6	<input type="text"/>		

Question 4

Did you hold at least one school sports day or equivalent event during this academic year? Please X yes or no

yes 1

no 2

Question 5

What is the total number of pupils in each year group who have taken part in inter-school competition during this academic year?

Total number of pupils (put 0 if none; leave year group blank if not applicable)

Year 4	<input type="text"/>	Year 7	<input type="text"/>
Year 5	<input type="text"/>	Year 8	<input type="text"/>
Year 6	<input type="text"/>	Year 9	<input type="text"/>
		Year 10	<input type="text"/>
		Year 11	<input type="text"/>

Question 6

Which of the following sports or activities has your school provided this academic year? Please X yes or no for each sport

	Yes	No		Yes	No
Angling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Lacrosse	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Archery	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Martial arts (except judo and karate)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Athletics (includes cross-country)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Mountaineering	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Badminton	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Multi-skill clubs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Basketball	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Netball	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Boccia	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Orienteering	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Bowls	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Outdoor and adventurous activity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Boxing	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Rounders	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Canoeing	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Rowing	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Cricket	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Rugby league	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Cycling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Rugby union (includes tag rugby)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Dance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Sailing	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Equestrian	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Skateboarding	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Fitness	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Softball	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Football	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Squash	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Goalball	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Swimming	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Golf	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Table tennis	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Gymnastics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Tennis	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Hockey	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Triathlon	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Judo	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Volleyball	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Kabaddi	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Karate	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂			

If you crossed 'yes' for other, please provide details:

Question 7

For which sports or activities do you have links* to clubs? Please X yes or no for each sport

	Yes	No		Yes	No
Angling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Lacrosse	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Archery	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Martial arts (except judo and karate)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Athletics (includes cross-country)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Mountaineering	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Badminton	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Multi-skill clubs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Basketball	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Netball	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Boccia	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Orienteering	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Bowls	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Outdoor and adventurous activity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Boxing	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Rounders	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Canoeing	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Rowing	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Cricket	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Rugby league	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Cycling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Rugby union (includes tag rugby)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Dance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Sailing	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Equestrian	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Skateboarding	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Fitness	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Softball	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Football	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Squash	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Goalball	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Swimming	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Golf	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Table tennis	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Gymnastics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Tennis	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Hockey	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Triathlon	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Judo	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Volleyball	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Kabaddi	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Karate	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂			

If you crossed 'yes' for other, please provide details:

* **Definition of 'links':** a school has links to clubs when pupils are actively guided towards club activities, either in a quality assured setting at the club itself, or on the school premises. Activities on the school premises would include regular coaching sessions and out-of-hours clubs organised by the club's coaches, but would not include one-off 'taster' sessions

Question 8

What is the total number of pupils in each year group who have participated in one or more community sports, dance or multi-skill clubs with links to the school during this academic year?

Total number of pupils (put 0 if none; leave year group blank if not applicable)

Year 2	<input type="text"/>	Year 7	<input type="text"/>
Year 3	<input type="text"/>	Year 8	<input type="text"/>
Year 4	<input type="text"/>	Year 9	<input type="text"/>
Year 5	<input type="text"/>	Year 10	<input type="text"/>
Year 6	<input type="text"/>	Year 11	<input type="text"/>

Question 9

What is the total number of pupils in each year group currently registered as gifted and talented because of their ability in PE and/or school sport?

Total number of pupils (put 0 if none; leave year group blank if not applicable)

Year 5	<input type="text"/>	Year 7	<input type="text"/>
Year 6	<input type="text"/>	Year 8	<input type="text"/>
		Year 9	<input type="text"/>
		Year 10	<input type="text"/>
		Year 11	<input type="text"/>

**PLEASE TURN
OVER →**

Question 10

What is the total number of pupils in each year group actively involved in sports volunteering and leadership this academic year?

Total number of pupils (put 0 if none; leave year group blank if not applicable)

Year 3	<input type="text"/>	Year 7	<input type="text"/>
Year 4	<input type="text"/>	Year 8	<input type="text"/>
Year 5	<input type="text"/>	Year 9	<input type="text"/>
Year 6	<input type="text"/>	Year 10	<input type="text"/>
		Year 11	<input type="text"/>
		Year 12	<input type="text"/>
		Year 13	<input type="text"/>

This questionnaire is important as it provides a record of what your school has achieved. Please now go back and check that you have given a full and accurate answer to ALL questions.

Please speak to your Partnership Development Manager (PDM) about returning this booklet. Your PDM may want you to send it back to him/her or they may want you to send it directly to TNS, the company responsible for processing the results.

If you are asked to send it directly to TNS, please check with your PDM to see if he/she wants you to keep a copy of this booklet. You will not be able to get a copy once you have sent it to TNS.

TNS, Rye Park House, London Road, High Wycombe, Bucks. HP11 1EF

Please ensure you complete and return your questionnaire by the dates shown on the front page.

If you have any questions regarding this survey, please speak to your Partnership Development Manager.