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**School Games  
Mark Validation - Final Report - Year 3 (2013-14)**

**January 2015**

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## EXECUTIVE SUMMARY

The Mark award scheme entered its third year of commission in 2013-14. The scheme is administered by the Youth Sport Trust and provides schools with the opportunity to assess themselves against a set of criteria to achieve a Bronze, Silver or Gold award which recognises their commitment to the provision of school sport and school sport competition.

### Applications

There are 23,063 schools and colleges in England which are eligible to apply for a Mark award (as long as they have activated School Games accounts), of which 67% (15,433) are primary schools, 16% (3,680) are secondary schools and 17% (3,950) are in other categories. Registration with the School Games website stood at 18,450 at the end of the 2013-14 Mark application window, an increase of 20% (3,132) more activated accounts than at the end of the 2012-13 application window. All activated schools have the opportunity to apply for a School Games Mark award and in the 2013-14 school year 5,906 (32%) took advantage of this opportunity. On initial application for a Mark award through the School Games website, 96% (5,683) of applications were successful and 4% (223) were unsuccessful. The independent validation programme saw the validation of 302 schools across 151 SGO areas, 97% (292) of these schools were able to provide satisfactory evidence to support their awards and 3% were unable to do so and consequently failed. Furthermore, within the sample of 302 schools, it was necessary to upgrade 110 awards.

### SGO and School Engagement

Of the 452 SGOs in England, 443 (98%) submitted at least one successful Mark application and the remaining 9 (2%) submitted no applications at all. This was a significant improvement on 2012-13 in which 84% (379) of SGOs made at least one application and 16% (72) did not.

### Key Points

- SGO engagement with Mark has improved in 2013-14 relative to 2012-13 with 98% (443) of SGOs now making at least one Mark award application.
- Some SGOs are more productive in Mark applications than others, the bottom 25% generate 8% (472) of all applications whereas the top 25% generate 48% (2,835) of applications.
- There are significant differences between LOC areas in terms of schools activated, applications made and success rate.
- With all but 2% of SGO regions now generating at least one successful application, future growth is likely to be driven by persuading less productive SGOs to submit multiple applications.
- The LOC with the largest number of schools in the system, London, illustrates the issue of varying engagement *within* LOCs.
- The causes of variations in the level of SGO engagement require further investigation if they are to be overcome.

## Causes of failure

### Key Points

- The number of schools failing almost halved in 2013-14 (223 compared with 429 in 2012-13). This is also a significant decrease in terms of overall percentage failure rate (3% in 2013-14 v 16% in 2012-13) given the increased number of applications.
- 85% of schools that failed were first time applicants; therefore some additional work with their SGOs may prove useful to help them become more familiar with the application process.
- Similar to last year, the majority of schools that failed to meet at least the Bronze level were unsuccessful due to their answer in one area only (60% cf. 76% in 2012-13), rather than systematic failure across a wider range of criteria.
- The most common reasons for failure were insufficient provision of sports at Level 2 (50%) which is a slight change from last year where Level 1 sports were more likely to be a cause of failure. Level 1 provision along with having at least 5% of pupils involved in leading, managing and officiating sport, were criteria not met by around two-fifths of failed applications.

## Potential for progression

### Key Points

- Schools progressing up to a higher level of award is similar to 2012-13, i.e. that there continues to be strong potential for schools engaged with the School Games Mark award to make progression in the future, although the caveat remains that some criteria are more straightforward to develop/deliver than others.
- Prominent issues for Silver schools included three areas where the SGO involvement, particularly around understanding what is included, could have a positive impact (club links, promotion of School Games and helping to develop School Sport Organising Committee / Crews). The criteria causing the most issues (in terms of progression) in 2012-13 are similar in 2013-14, although there has been an increase in the proportion of validated schools offering the requisite number of B and C teams (58% v 48%).
- A point made in the 2012-13 report stated that "different types of schools will face different challenges in order to progress" and this remains the same, as the size of school and type of school makes certain areas of the Mark criteria more difficult than others. For example, the percentage questions in larger schools can be more difficult than in smaller schools where each child accounts for a larger percentage point.
- As with 2012-13, the majority of the 110 upgrades made to the sample of 302 independently validated schools could be explained by errors on the application form against one or two criteria, rather than wholesale misinterpretation of the application form.
- Armed with the intelligence gained from two years' worth of the independent validation programme, it is ever clearer that the SGOs have an important role in helping schools to plan for progression, particularly around issues under their control (e.g. creating Level 2 opportunities) but also in the communication of the Mark requirements; particularly what is included for areas such as promotion; and, helping to develop active club links across cluster schools.

## Level 1 and 2 Sports

### Key Points

- Schools making successful Mark award applications play an average of ten sports at Level 1 and eight at Level 2. Of the eight sports provided at Level 2, schools enter an average of three B teams and one C team. These totals are higher for Silver and Gold schools.
- The most frequently included sports at Levels 1 are Athletics, Football, Netball, Cricket and Rounders. At Level 2, the most popular sports among Schools applying for a Mark award are Football, Athletics, Netball, Cricket and Cross-Country.
- Analysis by sport reveals considerable gaps in the provision of competitive opportunities at Level 2, compared with participation at Level 1. While Level 2 participation in Football and Athletics matches Level 1 very closely, in half of the sports provided by School Games, the number of schools entering Level 2 competitions is less than 75% of those offering provision at Level 1. Of these, Level 2 provision in ten sports is less than half that at Level 1. This highlights a lack of competitive infrastructure in some sports, which may be of concern to the relevant NGBs.
- Schools do not only provide a wide range of sports, but also do so in considerable depth. Football and Netball are the most frequently provided sports at B and C team level, but there are disparities in the extent to which other sports appear to encourage multi-team entries. Athletics is one of the most popular sports in the School Games, but only 36% of schools competing at Level 2 enter more than one team. In Swimming, this proportion is even lower, at 21%.
- The variance in the breadth and depth of provision of sports at Level 1 and Level 2 highlights the challenge for SGOs and NGBs alike in encouraging engagement in inter-school competition. Participation at Level 1 does not necessarily translate to Level 2, as demonstrated by the example of Rounders. In developing solutions to try to close these gaps however, providers of school sport could help to drive increases in participation across the board, particularly if schools have strong links to voluntary sports clubs. This may have particular significance for non-traditional sports such as Handball, which have made recent inroads into schools.

Sport Industry Research Centre

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# 1 INTRODUCTION

The Mark award scheme entered its third year of commission in 2013-14. The scheme is administered by the Youth Sport Trust and provides schools with the opportunity to assess themselves against a set of criteria to achieve a Bronze, Silver or Gold award which recognises their commitment to the provision of school sport and school sport competition. Schools are able to apply for the award annually. This report focuses on the independent validation of the Mark award scheme which was conducted by the Sport Industry Research Centre (SIRC) at Sheffield Hallam University between June and December 2014.

The validation programme for 2013-14 was the second full year of the independent validation (although a retrospective pilot validation which covered 100 schools took place in 2011-12). Schools selected for validation in 2013-14 did not have their award confirmed until their validation visit had taken place and the evidence to support their applications had been reviewed. The application window for schools to apply for a Mark award for 2013-14 period was open for almost four months (from Wednesday 4<sup>th</sup> June 2014 to Friday 3<sup>rd</sup> October 2014). During this period 5,906 schools (32% of those with activated accounts on the School Games website as of 3<sup>rd</sup> October 2014) applied for a Mark award, of which 96% (5,683) were successful in their online applications. This is an increase of 114% (3,144) in applications compared with the 2012-13 academic year. The independent validation programme for the 2013-14 academic year commenced in June 2014 and was completed by mid-December 2014. During this time 302 schools were validated across 151 SGO areas.

The purpose of the validation programme for 2013-14 was to:

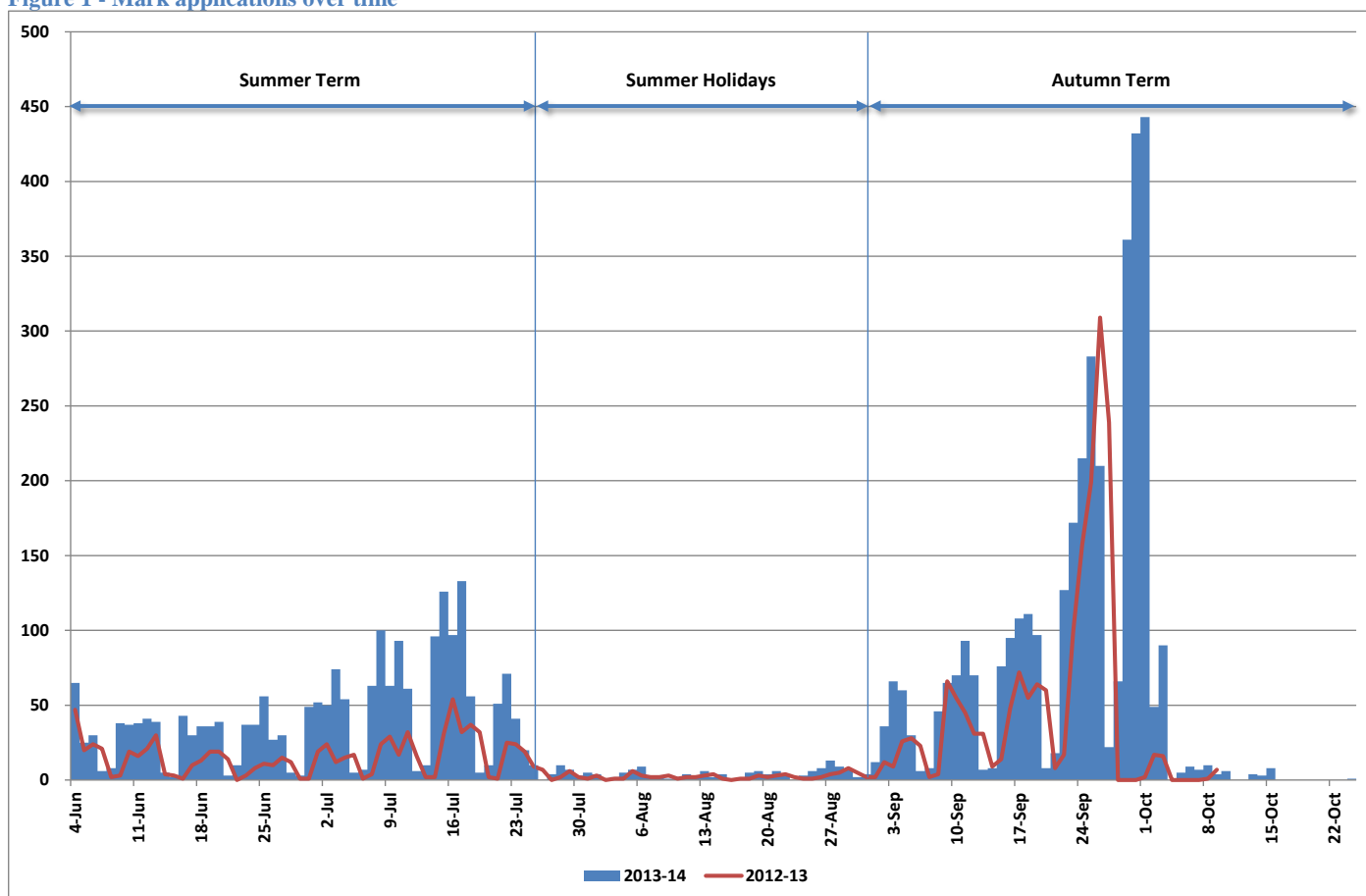
1. bring further weight and value to the award scheme via a formal validation process;
2. ensure schools achieve the award levels they deserve;
3. ensure consistency of awards across SGO regions; and
4. allow feedback to be gathered on the criteria, providing the opportunity for further amendments and refinement to the scheme and criteria for subsequent years.

The remainder of this report analyses the programme of validation and the selection of schools; and provides some data analysis and contextual information on the cohort of schools applying for a Mark award.

## 2 THE SELECTION OF SCHOOLS FOR INDEPENDENT VALIDATION

The validation included 302 schools drawn from 151 SGO areas. Schools were selected for validation throughout the application window. Figure 1 below shows the spread of Mark applications made throughout the application window.

Figure 1 - Mark applications over time



The graph highlights that the pattern of applications in 2013-14 mirrored that of the previous year, although volumes were more than twice as high. There were 2,129 applications between the window opening in June and the end of the summer term (25<sup>th</sup> July). There were a further 161 applications between the last week of July and the end of August with the remaining 3,617 applications (61%) being submitted between the 1<sup>st</sup> September and the close of the application window. Towards the end of this latter period, there was a considerable rush of applications, with the result that 2,496 (42%) of the final total of 5,906 were submitted in the last two weeks. It is worth noting however, that the deadline for applications was a week later than in 2012-13, and this resulted in 1,463 being added (a quarter of the total).

From a SIRC perspective, the end result of the late surge in applications was to delay the selection of schools for validation. It was not possible to complete the selection of all 302 schools until the application window closed at the beginning of October 2014. From a purely operational point of view however, the higher volume of applications overall, and the apparent bias in favour of later applications have implications for the management of the validation process. In the majority of cases there is a significant time gap between submission and the end of the relevant school year. This increases the risk of evidence being mislaid or discarded, with the result that validation itself may be impaired.

(Note: there were a handful of applications submitted after the close of the application window due to SGOs appealing the outcome of some applications and as a result of some applications being reset). Just under a third (94 schools) of the entire validation sample was selected for validation between 21<sup>st</sup> September and the close of the application window.

Once schools and SGOs had been selected for validation, they were notified via an automated email from the application system and SIRC staff then began the process of contacting individual SGOs to arrange and schedule validation meetings with their schools. In total 43 Schools (22 SGO areas) received validation visits prior to the end of the 2013-14 academic year, the remaining 259 schools (130 SGO areas) received their validation visits between September and mid-December 2014. All validations were complete within eleven weeks of the Mark application window for the 2013-14 period closing.

## **2.1 The Validation Process**

The validation process was a systematic and objective process carried out by 11 SIRC staff as outlined in the bullet points below.

- SIRC staff worked to agreed protocols following standardised in-house training. (A sample proforma used by SIRC validators is provided in Appendix 2).
- Schools were asked to provide evidence to support their application across the different areas of the criteria.
- Support documents relating to the validation were available to schools and SGOs on the School Games website. In practice, there was some flexibility in terms of the types of evidence accepted after taking into account local circumstances. Where necessary, approval to use discretion was sought by validators from the project's more senior staff.
- Awards were confirmed if sufficient evidence was seen by validators.
- In a just over a third of cases (110 schools) validators were presented with sufficient evidence to upgrade schools to a higher award than they were originally in line to achieve and in some instances schools were downgraded (1) or failed (10) their applications due to a lack of evidence to support that all of the criteria had been met.



### 3 THE COHORT OF MARK SCHOOLS

#### 3.1 Headlines

This section is concerned with providing the technical detail on the overall population of schools applying for a Mark award along with the results of the independent validation process. In Table 1 we present the headline data summarising the numbers and proportions of:

- Schools in England eligible to apply for a Mark award;
- Schools activated on the School Games website (as of 3<sup>rd</sup> October 2014);
- Schools which applied for a Mark award;
- Schools which were successful with their applications; and
- Schools which failed their applications.

**Table 1 - Summary of headline data**

Phase	Eligible Schools		Activated		Applied for Mark Award		Pass		Fail		Pass Rate
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%
<b>Primary</b>	<b>15,433</b>	<b>67%</b>	<b>14,221</b>	77%	<b>4,887</b>	83%	<b>4,708</b>	83%	<b>179</b>	80%	<b>96%</b>
<b>Secondary</b>	<b>3,680</b>	<b>16%</b>	<b>3,385</b>	18%	<b>846</b>	14%	<b>811</b>	14%	<b>35</b>	16%	<b>96%</b>
<b>Other</b>	<b>3,950</b>	<b>17%</b>	<b>844</b>	5%	<b>173</b>	3%	<b>164</b>	3%	<b>9</b>	4%	<b>95%</b>
<b>Total</b>	<b>23,063</b>	<b>100%</b>	<b>18,450</b>	100%	<b>5,906</b>	<b>100%</b>	<b>5,683</b>	100%	<b>223</b>	100%	<b>96%</b>

Type	Eligible Schools		Activated		Applied for Mark Award		Pass		Fail		Pass Rate
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%
<b>Independent</b>	<b>2,315</b>	<b>10%</b>	<b>486</b>	3%	<b>45</b>	1%	<b>39</b>	1%	<b>6</b>	3%	<b>87%</b>
<b>Academy</b>	<b>4,182</b>	<b>18%</b>	<b>3,693</b>	20%	<b>1,128</b>	19%	<b>1,073</b>	19%	<b>55</b>	25%	<b>95%</b>
<b>Other</b>	<b>16,566</b>	<b>72%</b>	<b>14,271</b>	77%	<b>4,733</b>	80%	<b>4,571</b>	80%	<b>162</b>	73%	<b>97%</b>
<b>Total</b>	<b>23,063</b>	<b>100%</b>	<b>18,450</b>	100%	<b>5,906</b>	<b>100%</b>	<b>5,683</b>	100%	<b>223</b>	100%	<b>96%</b>

There are 23,063 schools and colleges in England which are eligible to apply for a Mark award, of which 67% are primary schools (including middle deemed primary); 16% are secondary schools (including middle deemed secondary) and 17% are in other categories. These form the 'population' against which our 'sample' of those registered with the School Games website and those who applied for Mark awards can be compared.

The second half of the table makes clear that engagement in School Games is lower at Academies and Independent schools. Independent schools in particular are under-represented in terms of activations, accounting for only 3% of all schools registered on the School Games website. Fewer still have applied for School Games Mark (1% of all schools), and the pass rate of 87% is nearly ten percentage points lower than the overall average.

Registration with the School Games website was 18,450 at the end of the 2013-14 Mark application window, which equates to 20% (3,132) more activated accounts than at the end of the 2012-13 application window. This in turn can be seen as an indication of the increasing relevance of School Games generally and the Mark scheme specifically to schools in England.

All activated schools have the opportunity to apply for a School Games Mark award and in the 2013-14 school year 5,906 (32%) took advantage of this opportunity by making a formal application.

## Key Points:

On initial application for a Mark award through the School Games website, 96% (5,683) of applications were successful and 4% (223) were unsuccessful. This pass rate statistic compares favourably with the 2012-13 school year in which 84% (2,333) of applications were successful and 16% (411) were unsuccessful. Later in the report we look in closer detail at the reasons why 4% of schools which applied in 2013-14 failed their Mark award application.

### 3.2 The validation process in greater detail

The flow diagram in Figure 2 illustrates the initial stages of applying for a Mark award in the 2013-14 school year. The system-based validation procedure evaluated the 5,906 applications and found that 5,693 (96%) met the criteria for an award and that 213 schools (4%) were deficient in at least one criterion such that an award could not be made.

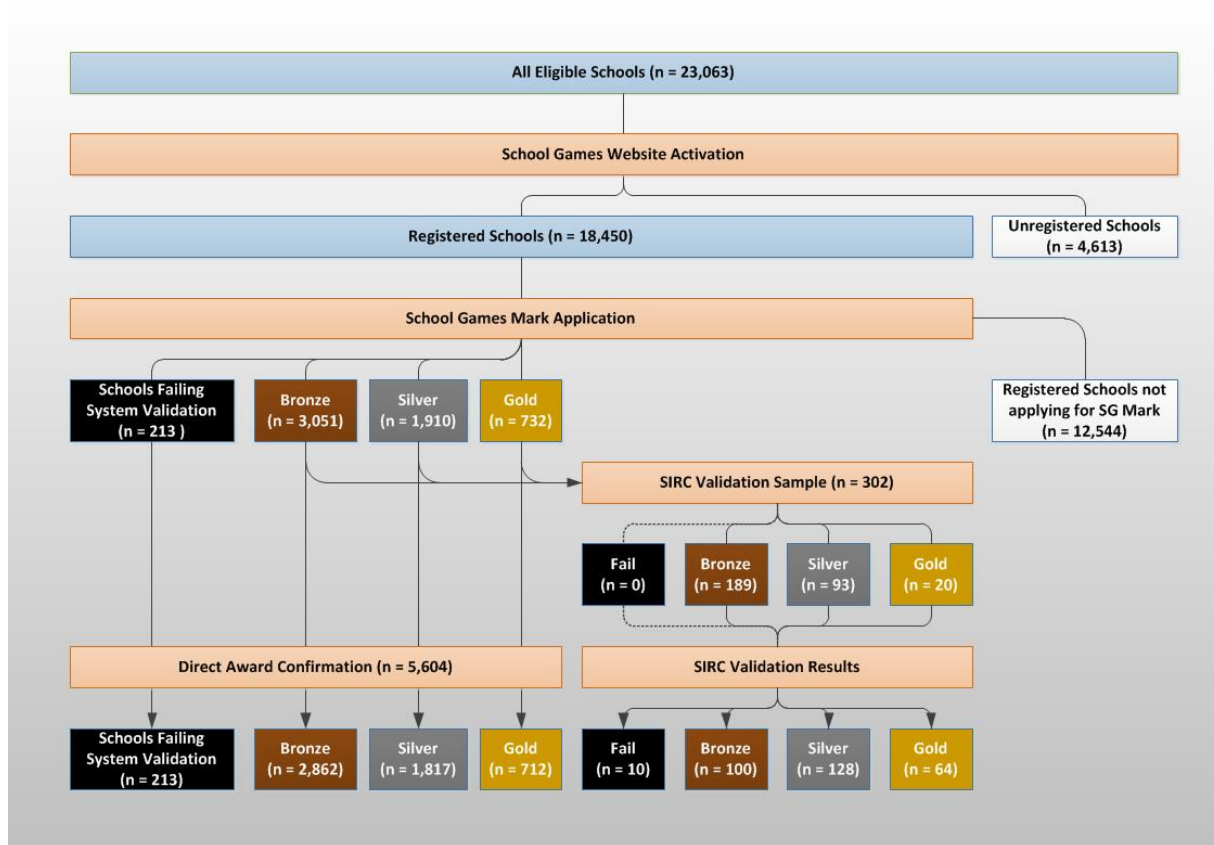
Figure 2 - Schools Registered for School Games and Applying for School Games Mark



From the total of 5,693 applications that achieved a successful system validation, a sample of 302 of these applications across 151 SGO areas was selected for an independent evaluation by SIRC as shown in Figure 3. The 4% of schools (213 in total) which failed in this initial phase were not eligible for validation by the research team. For those schools that passed the online validation process, the distribution of awards by type was:

- Bronze 3,051 (53%);
- Silver 1,910 (34%); and
- Gold 732 (13%).

Figure 3 - The Process of Application and Validation



### 3.3 Outcomes of the independent validation process

The primary purpose of the independent validation process was to assess the extent to which the awards made by the online system stood up to a more thorough inspection of the answers given and the underpinning evidence. A secondary purpose was to establish the extent to which successful applications achieved the most appropriate level of award for the evidence provided. A summary of the initial sample selection, the changes made and the final sample is shown in Table 2.

Table 2 - Validation Sample

	Fail	Bronze	Silver	Gold	Total
<b>Initial Sample Selected</b>	0	189	93	20	302
<b>Failed</b>	10	-9	-1	0	0
<b>Upgraded Bronze to Silver</b>	0	-66	66	0	0
<b>Upgraded Bronze to Gold</b>	0	-15	0	15	0
<b>Upgraded Silver to Gold</b>	0	0	-29	29	0
<b>Downgraded Gold to Silver</b>	0	0	0	0	0
<b>Downgraded Silver to Bronze</b>	0	1	-1	0	0
<b>Summary of Changes</b>	10	-89	35	44	0
<b>Final Validated Sample</b>	10	100	128	64	302

The 151 validation visits across 302 schools that had passed the online screening revealed that 97% (292) were able to provide satisfactory evidence to support their awards and that 3% (10) were unable to do so and consequently failed. This represents a reduction of 50% in the failure rate compared with last year. If we

assume that the sample was representative of the population of schools which passed the online validation (5,693), it is likely that if all such schools had been independently validated then 170 (3%) would have failed. Taken alongside the initial failure rate of 4%, the overall failure rate would have been 7%, or fewer than one in fourteen schools. The headline finding is that in terms of 'pass' or 'fail' the independent validation found the online system to be 97% accurate.

In addition to assessing whether or not a school passed or failed its Mark award application, we also assessed the extent to which awards made were appropriate for the evidence provided. The findings from this programme were encouraging:

- Within the sample of 302 schools it was necessary to upgrade 110 awards.
- At Bronze level 66 out of an initial sample of 188 (35%) were upgraded to Silver level;
- At Silver level 29 out of 93 schools (31%) were upgraded to Gold level.

Again if we assume that the sample of schools selected for independent validation is representative of the population, then the nature of the awards achieved would change considerably with more schools achieving Silver and Gold awards and fewer achieving Bronze awards. This point indicates that in the 2013-14 school year, a significant minority of schools (around one third) appear to have underestimated their level of engagement with School Games as illustrated in Figure 4.

Figure 4 - The Outcome of Validation on the Sample

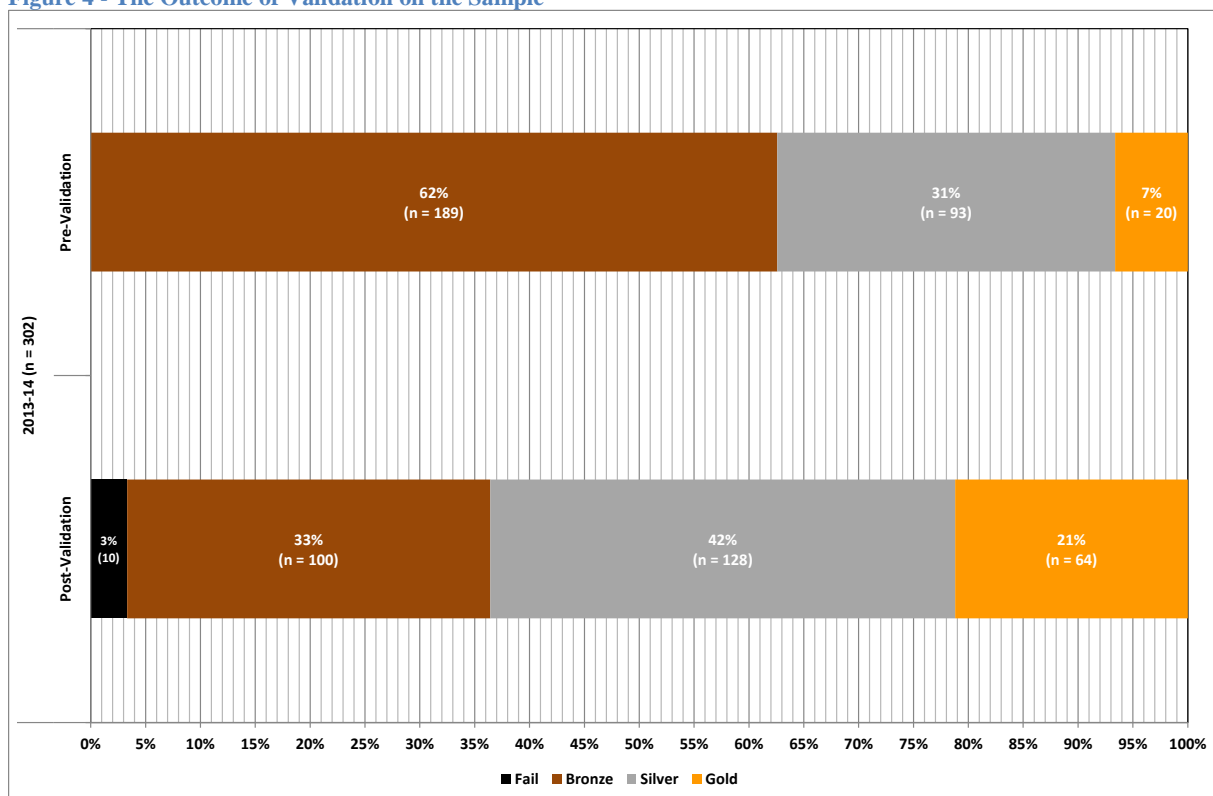
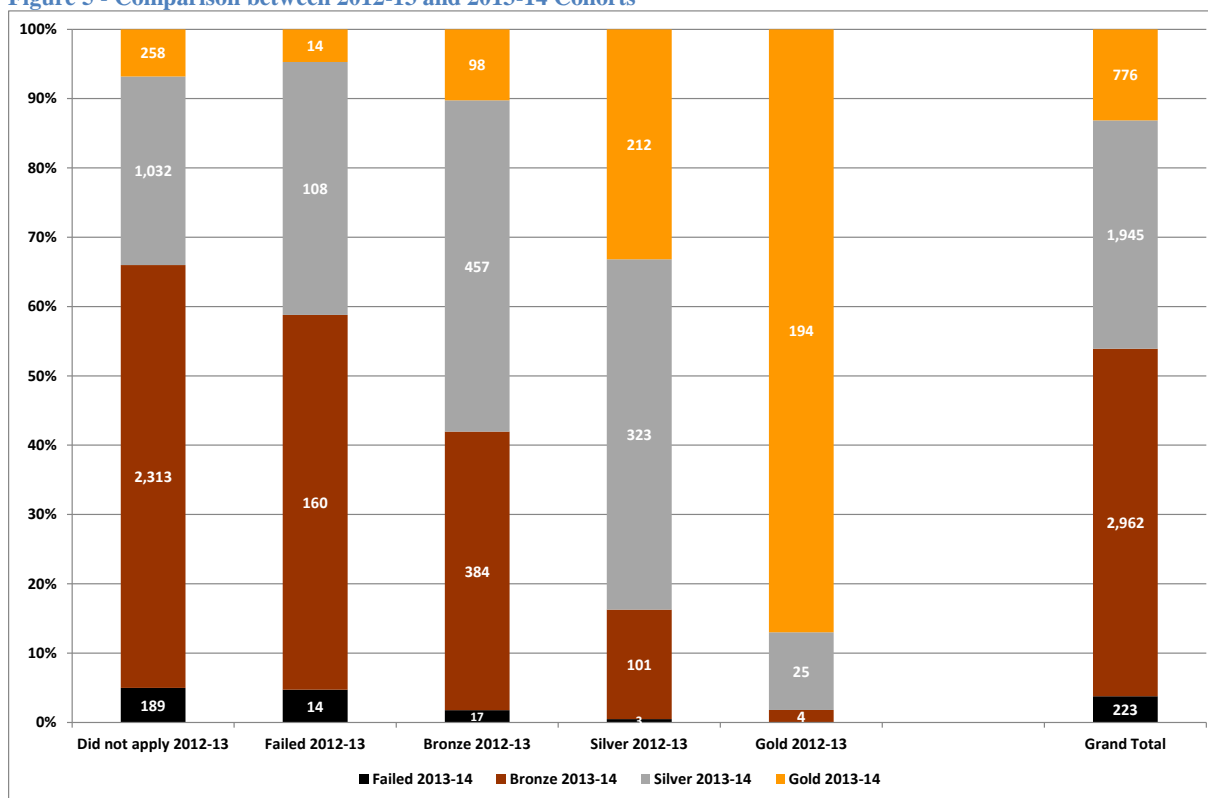


Figure 4 shows the change in the composition of the sample of 302 schools after validation. An additional 3% of schools did not meet the criteria for any award and there was a considerable shift upwards from Bronze to Silver and from Silver to Gold. Many validated schools performed better than they initially received credit for. It appears therefore, that those schools which apply for a Mark award tend to sell themselves short in terms of the extent and intensity of their engagement. The fact remains however, that the majority of eligible schools have not applied for an award, and we will return to this theme later in the report.

### 3.4 2013-14 school year compared with 2012-13

To put the 2013-14 data into perspective we now move on to examine the Mark award outcomes for schools that applied for a Mark award in both 2012-13 and 2013-14 with those who were first time applicants in 2013-14. The number of schools which applied in both years was 2,114 (36%) and the number of first time applicants was 3,792 (64%). In 2012-13 the number of schools applying for a Mark award was 2,762 and thus the proportion that reapplied in 2013-14 can be confirmed as 77% - a large majority. Figure 5 shows how those schools which applied in 2012-13 fared this year in comparison with their previous award level and how those schools which applied for the first time in 2013-14 performed.

Figure 5 - Comparison between 2012-13 and 2013-14 Cohorts



For those schools which were new applicants (i.e. did not apply in 2012-13), the overall picture is one of considerable success, with 95% (3,603) of schools achieving a Mark award. Better still, over a third of these new entrants achieved a Silver or Gold award, indicating that it is possible to 'hit the ground running'. The second column on the graph relates to schools which failed in 2012-13, and here it is interesting to note that of the 429 schools which were not successful in the previous year, 296 (69%) re-applied and 95% (282) of these were successful in achieving an award of some sort.

Just under a third of this year's applicants (1,818 schools as shown in columns 3, 4 and 5) had also made successful applications last year, and it is relevant to examine how these schools have fared in 2013-14. More than half (956) of the returning schools achieved a Bronze in 2012-13, and the majority of these (58% or 555) have progressed to at least a Silver award in 2013-14. Of the 639 schools from this group which were awarded a Silver in 2012-13, a third progressed to Gold. The highest achieving schools were generally able to at least maintain their level of award, with 194 out 223 (87%) being awarded Gold again.

At a headline level these findings highlight two key points:

- first, that a successful application is within reach, even if a school is new to the system or has failed in previous years; and
- second, that schools which have been successful in applying for a Mark award in previous years are likely to at least maintain their status, and more often than not progress to a higher level of award.

### **3.5 Concluding comments**

Independent validation has benefitted both schools and SGOs in the sense that around a third of schools were awarded a higher grade in the final analysis of evidence, while SGOs are increasingly knowledgeable about the process. This has encouraging implications for this year's application window. We would also note however, that up to 170 additional schools would have failed the application process if subjected to the additional rigour of an in-person validation. However, in the context of seeking further development and improvement of the Mark award process, we have identified a series of key issues for further analysis and discussion. These are:

- SGO engagement with Mark;
- Causes of failure;
- Potential for progression; and
- Driving volume.

These key issues are discussed in their own separate sub sections within Section 4.

## 4 KEY ISSUES

### 4.1 SGO Engagement with Mark

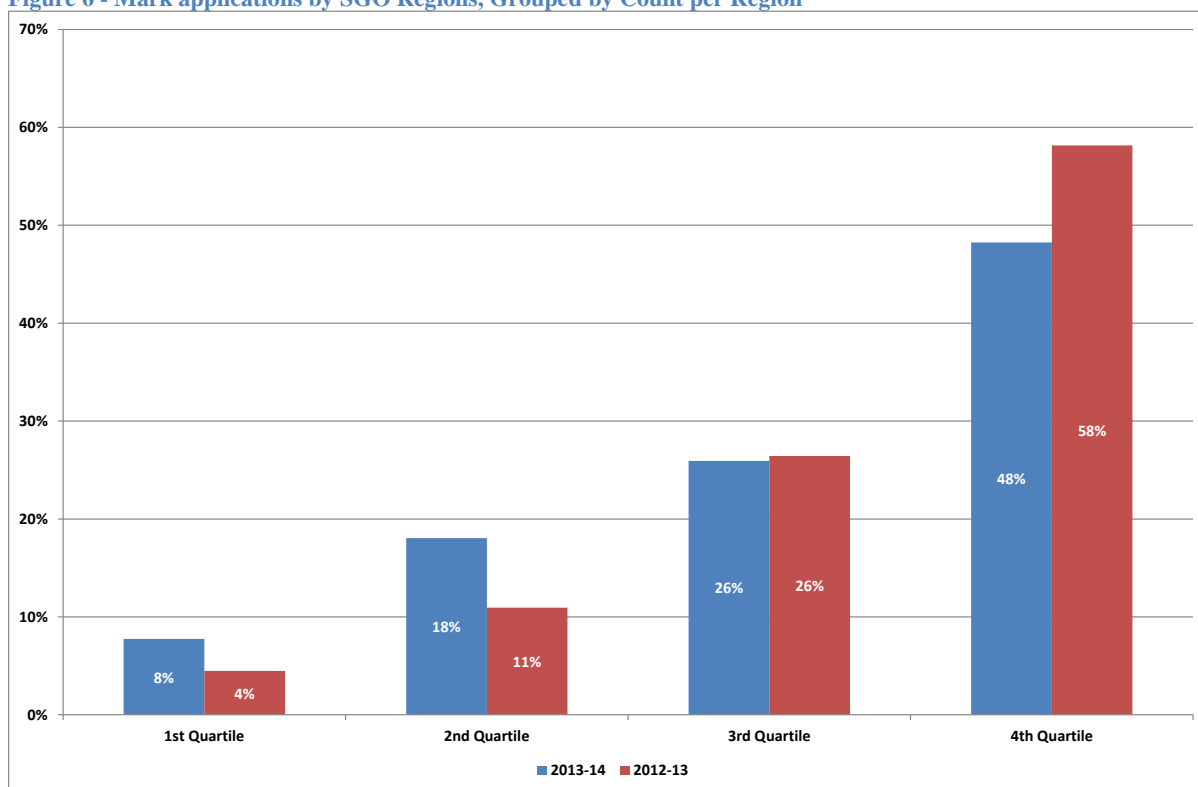
SGO engagement with Mark is not uniform, and Figure 6 illustrates the extent to which a relatively small percentage of SGOs generate a disproportionately high number of award applications. Of the 452 SGO regions in England, 443 (98%) submitted at least one successful Mark application and the remaining 9 (2%) made no applications at all. This is a noticeable improvement on the 2012-13 school year in which 84% (379) of SGOs made at least one application and 16% (72) did not. The finding that 98% of SGOs engaged with Mark in 2013-14 is further evidence of the positive impact of building the process into SGOs' annual work plans.

To illustrate the point that there are varying levels of engagement with the Mark award we have divided the distribution of 443 applicants into quartiles. Our analysis shows that:

- Of those SGO regions which were engaged with Mark, the top quartile (i.e. the most productive 25%) generated 2,742 applications (48% of the total).
- The least productive 25% of SGOs were responsible for 441 (or 8%) of all 5,906 Mark award applications.

While this demonstrates that there is a degree of 'polarisation' in terms of engagement among SGOs, the graph also shows that there has been a positive shift in the balance of applications with the top quartile no longer accounting for more than half (58%) of applications and the two bottom quartiles now making 26% of applications compared with 15% last year. This does not quite tell the full story however, as there are varying levels of engagement across the country.

Figure 6 - Mark applications by SGO Regions, Grouped by Count per Region



To identify where the variances in Mark applications are occurring we have conducted further analysis on the data available at County Sports Partnership / LOC level as shown overleaf in Table 3.

Table 3 - Mark applications by LOC

LOC	Eligible	Registered		Applications		Success	
	n	n	%	n	%	n	%
Beds.	295	258	87%	169	66%	167	99%
Tees Valley	288	265	92%	127	48%	124	98%
Northumberland	185	158	85%	73	46%	69	95%
Durham	266	264	99%	121	46%	117	97%
Cornwall	286	247	86%	111	45%	110	99%
Surrey	425	333	78%	145	44%	140	97%
Humber	398	358	90%	153	43%	148	97%
Derbys.	463	442	95%	184	42%	178	97%
Essex	660	598	91%	248	41%	238	96%
Oxon.	351	290	83%	118	41%	112	95%
Sussex	631	486	77%	197	41%	194	98%
North Yorks.	464	395	85%	158	40%	154	97%
Devon	546	389	71%	150	39%	148	99%
Cheshire & Warrington	458	352	77%	135	38%	131	96%
Herts.	542	395	73%	151	38%	143	95%
Shropshire	255	210	82%	80	38%	80	100%
Staffs.	521	422	81%	154	36%	147	95%
Greater Manchester	1,207	952	79%	335	35%	325	97%
Kent	754	565	75%	196	35%	191	97%
Merseyside	612	528	86%	178	34%	174	98%
Tyne & Wear	438	317	72%	102	32%	100	98%
Worcs.	268	217	81%	67	31%	65	97%
Somerset	294	230	78%	69	30%	68	99%
Suffolk	366	294	80%	87	30%	84	97%
Lancs.	792	661	83%	193	29%	185	96%
Northants.	337	271	80%	79	29%	73	92%
Bucks. & Milton Keynes	320	275	86%	80	29%	78	98%
London	2,941	2,046	70%	590	29%	557	94%
South Yorks.	503	426	85%	121	28%	112	93%
Lincs.	374	290	78%	80	28%	78	98%
West of England	429	300	70%	82	27%	79	96%
Hants.	678	617	91%	166	27%	159	96%
Cambs. & Peterborough	352	308	88%	81	26%	78	96%
Dorset	282	212	75%	53	25%	51	96%
Herefordshire	113	86	76%	21	24%	21	100%
Leics. & Rutland	460	362	79%	88	24%	84	95%
West Yorks.	944	773	82%	186	24%	175	94%
Notts.	445	369	83%	85	23%	79	93%
Cumbria	317	266	84%	61	23%	60	98%
Wilts.	342	261	76%	58	22%	55	95%
Glos.	319	248	78%	55	22%	53	96%
Birmingham	450	345	77%	73	21%	70	96%
Black Country	447	373	83%	77	21%	74	96%
Norfolk	407	376	92%	74	20%	71	96%
Coventry, Solihull & Warks.	452	368	81%	57	15%	50	88%
Berks.	386	252	65%	38	15%	34	89%
Total	23,063	18,450	80%	5,906	32%	5,683	96%

The data in Table 3 are ranked in descending order of the proportion of schools applying for a Mark award relative to the number of eligible schools in the CSP / LOC area. Bedfordshire tops the table for the second successive year because 66% (169) of the eligible schools in the area applied for a Mark, which is more than twice the national average score of 32%. Bedfordshire also enjoys a higher level of activation with the School Games website than the national average (87% v 80%) and also a higher success rate (99% v 96%). By way of contrast, Berkshire at the bottom of the table is below the national average for all indicators.



Table 4 - Change in Rank

LOC	Eligible Schools	School Registrations			All Mark Applications			Successful Applications			SGO Engagement (10+ App <sup>ns</sup> )		
		n	%	r	n	%	r	n	%	r	n	%	r
Somerset	-9	32	13%	-6	60	25%	+22	63	43%	+40	2	50%	+12
Cornwall	-2	97	34%	+34	67	16%	-3	76	22%	+36	3	75%	+15
Herefordshire	-1	48	43%	+8	16	11%	-4	17	20%	+32	2	100%	+40
Cumbria	-2	81	26%	+27	43	13%	0	46	20%	+29	2	33%	+3
Derbyshire	-5	110	24%	+11	143	30%	+26	148	24%	+26	7	70%	+26
Surrey	10	64	13%	-5	76	18%	+1	94	30%	+24	3	50%	+2
Lincolnshire	5	62	16%	+2	24	3%	22	34	19%	+24	2	25%	-13
North Yorkshire	-5	109	24%	+23	113	24%	+14	118	17%	+19	5	50%	+12
Devon	5	71	12%	-2	75	15%	-2	85	15%	+18	3	38%	-7
Cambs. & Peterborough	5	22	6%	-5	43	13%	-2	50	22%	+16	3	60%	+12
Black Country	4	78	16%	+1	44	10%	-7	49	20%	+13	2	18%	-3
Humber	2	44	11%	0	68	16%	-1	78	15%	+10	3	43%	-4
Worcestershire	-5	41	17%	+6	17	3%	-19	23	13%	+7	2	33%	-11
West of England	5	80	18%	0	49	12%	-3	52	14%	+5	2	25%	-7
Kent	-2	95	13%	-5	64	7%	-16	79	12%	+5	7	43%	+2
Merseyside	-3	58	10%	-3	60	9%	-12	71	11%	+4	6	43%	-4
Oxfordshire	6	14	3%	15	70	24%	+13	75	18%	+3	2	40%	-4
Essex	-3	100	16%	+4	167	25%	+17	172	15%	+3	9	64%	+13
Greater Manchester	-1	153	13%	-4	164	14%	-1	178	11%	+1	9	43%	-4
Bedfordshire	-1	9	3%	-7	26	9%	0	36	7%	+1	0	0%	-11
Bucks. & Milton Keynes	-2	48	16%	+4	39	11%	-8	42	10%	0	2	21%	-18
Shropshire, Telford Wrekin	-5	42	17%	+4	65	29%	+24	65	0%	0	3	50%	+6
South Yorkshire	1	91	18%	+4	74	14%	+1	77	19%	-1	4	40%	+5
Norfolk	2	101	24%	+14	57	14%	0	57	14%	-1	4	50%	+12
Tees Valley	0	29	10%	-1	85	30%	+17	86	8%	-2	5	71%	+10
Sussex	4	109	17%	+6	132	24%	+12	134	6%	-2	4	44%	-4
Suffolk	-5	43	12%	10	59	19%	+12	60	11%	-4	4	50%	+9
Nottinghamshire	-1	40	9%	-8	67	18%	+7	65	15%	-5	3	33%	+3
Tyne & Wear	2	51	11%	-5	55	14%	-2	55	2%	-6	2	18%	-4
Hampshire & IoW	11	86	11%	0	35	2%	-24	49	12%	-10	3	20%	-21
Leicestershire & Rutland	1	72	16%	+3	38	7%	-13	42	11%	-11	2	20%	-7
Durham	3	21	7%	0	53	18%	-1	56	7%	-11	2	33%	+1
Lancashire	-4	128	16%	+2	147	20%	+15	146	11%	-12	6	43%	+2
London	52	341	11%	-4	287	11%	-9	306	11%	-12	13	23%	-9
Berkshire	11	24	4%	-9	3	0%	-18	6	9%	-12	-1	-13%	-16
Wiltshire	4	21	5%	-24	27	9%	-9	29	11%	-14	2	40%	-2
Birmingham	7	66	14%	-4	42	10%	-6	43	9%	-17	0	0%	-7
Cheshire & Warrington	4	49	10%	-16	67	16%	+1	69	5%	-18	3	38%	-7
Dorset	-8	29	12%	-7	18	6%	-16	19	5%	-20	1	17%	-14
Gloucestershire	1	41	13%	-7	30	10%	-7	29	0%	-20	1	20%	-15
Staffordshire	2	72	14%	-5	78	14%	-2	80	7%	-22	3	30%	-12
Hertfordshire	1	41	8%	-16	66	14%	-4	69	8%	-24	5	42%	-2
West Yorkshire	13	116	11%	-9	136	16%	+6	132	8%	-24	8	44%	+11
Northamptonshire	-6	47	15%	-1	27	6%	-13	29	7%	-24	2	40%	-2
Coventry, Solihull & Warks.	6	43	8%	-11	28	6%	-5	24	-2%	-37	1	13%	-13
Northumberland	-5	13	9%	-5	40	23%	+10	37	-2%	-37	4	67%	+17
<b>Total</b>	<b>93</b>	<b>3,132</b>	<b>13%</b>	<b>0</b>	<b>3,145</b>	<b>14%</b>	<b>0</b>	<b>3,350</b>	<b>12%</b>	<b>0</b>	<b>160</b>	<b>0%</b>	<b>0</b>

Table 4 shows changes between 2012-13 and 2013-14 for each LOC against four measures of School Games activity: School Registrations; All Mark Applications; Successful Mark Applications and SGO Engagement. The table ranks LOCs in order of rank improvements in the level of successful applications. For this analysis, we have raised the threshold of measured engagement by counting the number of SGOs who have submitted more than ten applications, since 39 out of 46 LOCs submitted at least one successful Mark award

application in 2013-14. This helps to identify the best performing areas in the context of increasing engagement with Mark more generally.

The first point of note is that every LOC has seen an increase in the number of registered schools and a concurrent increase in those applying for School Games Mark. This growth is not uniform however, with some LOCs experiencing more rapid progression than others.

The LOC which was bottom of the table last year, Somerset, has achieved a notable improvement, with 78% (230) of its eligible schools activated, and 30% (69) of these submitting a School Games Mark application. More significantly, all but one of these applications were successful. The LOC is still below the national average in terms of the total number of applications made however (see Table 3, above), suggesting that there is potential for further growth if more schools can be persuaded to engage. In contrast, Northumberland made proportionately fewer successful applications in 2013-14, despite increasing the overall volume by some 37 schools.

The table also demonstrates that volume alone is not enough to produce improved performance. In London, despite an additional 306 successful applications in the most recent round of School Games Mark awards, the proportion of schools applying is still lower than the national average, at 29%. Further, the rate of successful applications in London, though 11% higher than 2012-13, remains below average, and is now 40<sup>th</sup> out of 46 LOCs. In short, the largest LOC in the country in terms of the number of schools has increased its engagement with School Games, but other LOCs have done so at a faster rate.

If we drill deeper into the data, our analysis of Mark applications at LOC level shows that there are significant differences *within* LOC areas. For example; the application rate for London as a whole is just below the national average, at 29%. There is however wide variation between the capital's 32 boroughs in the number of schools registering for School Games and going on to apply for a Mark award. The registration rate in London Central is 55%, lower than any LOC in the country. Further, in London South only 13% of registered school applied for a Mark award in 2013-14, which is less than the lowest ranked LOC. London North has a lower success rate than any other part of the country at 80%. The findings from London point to the likelihood that there are different levels of engagement with the Mark process by SGO.

Again we can interrogate the data in more detail to identify the number of SGO regions within each LOC and then to compute the proportion of SGOs within each LOC submitting at least one Mark application. The national picture is that virtually all (98%) SGOs engaged with the Mark process in 2013-14 and thus this year it is useful to look at the volume of applications by region. Table 5 shows the scores for each LOC area for at least one Mark application; five or more applications; and 10 or more applications.

With 98% of SGOs having made a Mark application in 2013-14 the basic point that the scheme is an integral part of their jobs has been made successfully. Progression now lies in persuading the SGOs to increase the number of applications so that if we were to repeat Table 5 in 2014-15 there would be more green shading in the '5 or more applications' and '10 or more' applications' columns. There may well be some mileage in introducing an awards' scheme for SGOs to recognise successful performing areas such as Bedfordshire and also improving areas such as Somerset. It would be very straightforward for SIRC to produce league tables showing both absolute and relative performance.

Table 5 - Mark engagement by SGO region

LOC	SGOs	At least 1 Application			5 or more Applications			10 or more Applications		
		Yes	%	No	Yes	%	No	Yes	%	No
Surrey	6	6	100%	0	6	100%	0	6	100%	0
Tees Valley	7	7	100%	0	7	100%	0	7	100%	0
Durham	6	6	100%	0	6	100%	0	6	100%	0
Cornwall	4	4	100%	0	4	100%	0	4	100%	0
Herefordshire	2	2	100%	0	2	100%	0	2	100%	0
Northumberland	6	6	100%	0	6	100%	0	5	83%	1
Cambs. & Peterborough	5	5	100%	0	5	100%	0	4	80%	1
Sussex	9	9	100%	0	9	100%	0	7	78%	2
Cheshire & Warrington	8	8	100%	0	8	100%	0	6	75%	2
Humber	7	7	100%	0	7	100%	0	5	71%	2
Shropshire	6	6	100%	0	6	100%	0	4	67%	2
North Yorks.	10	10	100%	0	10	100%	0	6	60%	4
Staffordshire	10	10	100%	0	10	100%	0	6	60%	4
Northants.	5	5	100%	0	5	100%	0	3	60%	2
Wiltshire	5	5	100%	0	5	100%	0	3	60%	2
South Yorkshire	10	10	100%	0	10	100%	0	5	50%	5
Somerset	4	4	100%	0	4	100%	0	2	50%	2
Essex	14	14	100%	0	13	93%	1	12	86%	2
Merseyside	14	14	100%	0	13	93%	1	10	71%	4
West Yorkshire	18	18	100%	0	16	89%	2	9	50%	9
Nottinghamshire	9	9	100%	0	8	89%	1	3	33%	6
Bedfordshire	8	8	100%	0	7	88%	1	6	75%	2
Devon	8	8	100%	0	7	88%	1	6	75%	2
Suffolk	8	8	100%	0	7	88%	1	5	63%	3
Kent	16	16	100%	0	14	88%	2	9	56%	7
Lincolnshire	8	8	100%	0	7	88%	1	4	50%	4
Bucks. & Milton Keynes	8	8	100%	0	7	88%	1	4	50%	4
Greater Manchester	21	21	100%	0	18	86%	3	15	71%	6
Lancashire	14	14	100%	0	12	86%	2	8	57%	6
Hertfordshire	12	12	100%	0	10	83%	2	8	67%	4
Black Country	11	11	100%	0	9	82%	2	2	18%	9
Oxfordshire	5	5	100%	0	4	80%	1	4	80%	1
Hampshire	15	15	100%	0	12	80%	3	8	53%	7
Gloucestershire	5	5	100%	0	4	80%	1	2	40%	3
Tyne & Wear	11	11	100%	0	8	73%	3	3	27%	8
Leicestershire & Rutland	10	10	100%	0	7	70%	3	3	30%	7
Dorset	6	6	100%	0	4	67%	2	2	33%	4
Birmingham	11	11	100%	0	7	64%	4	1	9%	10
Berkshire	8	8	100%	0	4	50%	4	-	0%	8
London	56	53	95%	3	32	57%	24	22	39%	34
Derbyshire	10	9	90%	1	8	80%	2	8	80%	2
Coventry, Solihull & Warks.	8	7	88%	1	5	63%	3	2	25%	6
Norfolk	8	7	88%	1	4	50%	4	4	50%	4
West of England	8	7	88%	1	4	50%	4	3	38%	5
Worcestershire	6	5	83%	1	5	83%	1	4	67%	2
Cumbria	6	5	83%	1	3	50%	3	2	33%	4
Total	452	443	98%	9	369	82%	83	250	55%	202

The reasons for the variation in SGO engagement may be explained by a number of personal and professional constraints, such as workload, management priorities, familiarity with the application process or competition from other benchmarking schemes, such as AFPE Qualitymark. In our view, there is considerable merit in further (qualitative) investigation of what these barriers are, and how they might be overcome.

### *Key points*

- SGO engagement with Mark has improved in 2013-14 relative to 2011-12 with 98% of SGOs now making at least one Mark award application.
- Some SGOs are more productive in Mark applications than others, the bottom 25% generate 8% (472) of all applications whereas the top 25% generate 48% (2,835) of applications.
- There are significant differences between LOC areas in terms of schools activated, applications made and success rate.
- With all but 2% of SGO regions now generating at least one successful application, future growth is likely to be driven by persuading less productive SGOs to submit multiple applications. This in turn means that SGO engagement needs to be measured against higher thresholds to differentiate the high and low performing areas,
- The LOC with the largest number of schools in the system, London, illustrates the issue of varying engagement *within* LOCs.
- The causes of variations in the level of SGO engagement require further investigation if they are to be overcome.

## 4.2 Causes of failure

In addition to the analysis on schools that were failed during the SIRC validation, applications that failed to meet at least the Bronze level of award according to the online system were reviewed to identify whether there were any learning points in the data. The first noteworthy finding is that the overall number of failed applications was lower for 2013-14 compared with 2012-13 (223 v 429), and this was against a higher number of overall applications (5,906 compared with 2,762). Overall the year on year failure rate has decreased from 16% in 2012-13 year to 4% in 2013-14. Second, the rate of failures from the validated schools was similar to the sample as a whole (3%), which suggests that the sampling is representative and that the criteria are being applied consistently by the online system and the SIRC validators. Third, the majority of failures (189 schools) were "new applicants", having never applied for a School Games Mark award before, only 20 failed applications came from schools that had previously been successful and the remaining 14 had also failed last year. At a headline level, this suggests that schools are making fewer mistakes on their application, and those that have previously been successful with an award are more familiar with the application process.

In order to achieve a Bronze level award, the minimum requirement is to meet the six pre-requisite questions and the five additional questions listed below, which in some cases have different sub-criteria depending on the type and size of schools:

- At least having the aspiration to provide 2 hours of PE;
- The requisite number of sports at Level 1 for the school type and size;
- The requisite number of sports at Level 2 for the school type and size;
- At least 5% of pupils engaged in leading, managing and officiating; and
- At least 25% of spaces for extra-curricular sport taken up in a typical week.

In 2012-13, none of the 429 schools failed on one of the six pre-requisite questions (this included the 2 hours of PE question, which is no longer a pre-requisite and now has three sub-criteria). All failures were due to answers given to one of the five questions required at the Bronze level. In 2013-14, two schools were failed by their SGO due to not meeting a pre-requisite (alongside other areas at the Bronze level). One did not host a School Games Day; and one did not have a School Games noticeboard. One additional failure (also by an SGO) was due to the evidence for "aspiring" to do 2 hours of PE not being in place. Despite assurances from the school, via the PE co-ordinator, that these discussions were taking place with the senior management team, there was no evidence to support this, for example, new action plans or meeting minutes discussing changing the PE provision.

Analysis of the reasons for the 223 failed Mark applications by criteria are shown in Table 6. Note that as it was possible to fail on more than one criterion, the total of the percentage column will add up to more than 100. Also note that nine schools failed the validation process due to not organising a visit, and thus it was not possible to ascertain a reason for failure, and one failed school, according to the SGO, was a mistake with the log-in and did not apply so should not be on the database, so there was no reason for failure. With these ten schools removed from our database, the revised base figure for the analysis of failures is 213.

**Table 6 - Applications that failed (N = 214)**

Bronze Level Criteria	Failed (2013-14) N = 214		2012-13 % (N = 411)
	N	%	
3. Held a School Games Day as a culmination of a year round competition programme.	1	<1%	0 (0%)
5. A notice board promoting School Games activity.	1	<1%	0 (0%)
6. Aspires to provide two hours PE and school sport to all pupils per week.	1	<1%	0 (0%)
9. Provides approved School Games Level 1 competitions for boys and girls.	85	40%	210 (51%)
10. Provides approved School Games Level 2 competitions for boys and girls.	107	50%	87 (21%)
14. Engages students in leading, managing and officiating in School Games activity (at least 5%).	92	43%	158 (39%)
7. Engaging pupils in extracurricular sporting activity every week (at least 25% of spaces taken up in a typical week).	43	20%	64 (16%)

The main points emerging from the failed applications analysis are:

- Half (50%) of 107 schools failed the Bronze level Mark award due to not meeting the required number of approved sports at Level 2. The failure for the Level 2 requirements saw twenty additional schools fail on this question compared with 2012-13, which accounted for only 21% of failures in 2012-13
- Eighty five schools failed to provide the requisite number of Level 1 sports (40%) and this was an eleven percentage point decrease from last year (51%).
- Consistent with 2012-13, some validated schools reported simply matching up the sports they did at Level 1 with Level 2, i.e. running sports clubs at Level 1 that were followed by competitive fixtures at Level 2 (which works at the Gold level as the number of sports required at each level are the same, but not at Silver and Bronze). This continued to be an area of delivery that was consistent amongst the higher achieving schools (in Mark award terms). Of the schools that failed to deliver the amount of sports required at either Level 1 or Level 2, (153 schools), 39 of them failed to meet the requirements at both Level 1 and Level 2.
- Some 92 (43%) schools that failed recorded less than 5% of students being engaged in leading, managing and officiating, with 35 recording zero engagement and an additional 24 schools recording 1% or 2%. The main reason for understating performance in this criterion in 2012-13 was applicants being unsure which students to include in this calculation, and this continued to be a common error on the application form, despite the improvements in the system to calculate the answer for this question. The proportion of schools failing in this area was slightly higher in 2013-14 than 2012-13 (39%).
- Finally, 20% (43) of schools failed by filling fewer than 25% of extra-curricular programme spaces in a typical week, although no school recorded less than 10%. This particular question was amended

for 2013-14 to record take-up rather than capacity, and saw a reduction in the number of schools failing in this area (43 in 2013-14 compared with 64 in 2012-13).

For schools that did fail, the majority (60% or 128 schools) failed in only one area, as Table 7 shows.

**Table 7 - Number of areas failing in (for at least a Bronze award)**

Number of criteria	2013-14		2012-13	
	N	%	N	%
Failed on pre-requisite only	2	1%	0	0%
One	128	60%	313	76%
Two	57	27%	85	21%
Three	20	9%	12	3%
Four	6	3%	0	0%
<b>TOTAL</b>	<b>213</b>	<b>100%</b>	<b>411</b>	<b>100%</b>

In summary from Table 7:

- Two schools failed a pre-requisite only (see Table 7 above), although they met all the other minimum criteria for a Bronze award. The third school that failed a pre-requisite also failed in three other areas and is included in that sub-group.
- Almost two-thirds of schools (128) that failed did so on just one of the four areas (60%), and the most likely reason was a lack of sports at Level 2 (54 schools) followed by the leading, managing and officiating percentage (35 schools);
- Just over a quarter failed in two areas (27% or 57 schools);
- Twenty schools (9%) failed in three areas;
- Six schools failed in four areas (two large primary schools, four large secondary schools) and they included four first-time applicants, and two Bronze schools from 2012-13. No schools failed all five.

For the 60% of schools (128) that failed in just one area, the following breakdown shows what they failed on.

**Reasons for failing (for at least a Bronze award)**

- 32 schools failed on just the number of Level 1 sports provided (33% in 2012-13).
- 54 schools failed on just the number of Level 2 sports provided (11% in 2012-13).
- 35 schools failed on just leading managing and officiating (less than 5%). (23% in 2012-13).
- 7 schools failed on just the extra-curricular question (less than 25%). (8% in 2012-13).

Both small and large Secondary schools and Special schools were most likely to fail on the leading, managing and officiating percentage. Primary schools were most likely to fail on the number of Level 1 and Level 2 sports offered. The failure due to extra-curricular take-up was relatively low for Primary schools (21%, 38 schools) and Special schools (25%, two schools) compared with secondary schools (40%, 14 schools).

## Key Points

- The number of schools failing almost halved in 2013-14 (223 compared with 429 in 2012-13). This is also a significant decrease in terms of overall percentage failure rate (3% in 2013-14 v 16% in 2012-13) given the increased number of applications.
- 85% (or 189) of schools that failed were first time applicants; therefore some additional work with their SGOs may prove useful to help them become more familiar with the application process.
- In similar fashion to last year, the majority of schools that failed to meet at least the Bronze level were unsuccessful due to their answer in one area only (60% cf. 76% in 2012-13), rather than systematic failure across a wider range of criteria.
- The most common reasons for failure were insufficient provision of sports at Level 2 (50%) which is a slight change from last year where Level 1 sports were more likely to be a cause of failure. Level 1 provision along with having at least 5% of pupils involved in leading, managing and officiating sport, were criteria that were not met by around two-fifths of failed applications.

## 4.3 Potential for Progression

In this section we outline the level of attainment by those schools which were independently validated at the Bronze and Silver levels compared with the higher awards to identify the parts of the award criteria that schools were not meeting. Overall, 110 of the 302 validated schools were upgraded following the SIRC visit (36%), 66 to Silver from Bronze, and 44 schools to Gold (29 from Silver, 15 from Bronze).

This analysis is important to understand where schools are falling short at the higher award levels, and provides information about how to plan and prepare School Games activity in order to make progression in the following year. The analysis is based on the final level of award achieved (following upgrades and downgrades) and does not include Gold level schools as they all achieved the Gold standard across the Mark criteria. Appendix 3 has the full set of tables outlining the results at each award level. Cells highlighted in red indicate a minority (i.e. under 50%) of achievement against a criterion whereas, cells highlighted in green indicate high levels of achievement against a criterion (in excess of 85%).

**Table 8 - All validated schools awarded Silver (N = 128)**

School Games Mark Award Criteria	Schools passing at Gold	% (13-14)	% (12-13) N = 141
6. Provision of two hours PE and school sport to all pupils per week.	107	84%	N/A
7. Engaging pupils in extracurricular sporting activity every week.	90	70%	N/A
8. Can provide evidence of provision of support for talented young sports people.	103	80%	84%
9. Provides approved School Games competition at Level 1.	107	84%	60%
10. Provides approved School Games competition at Level 2.	94	73%	
11. Provides School Games Level two competitions for B teams and C teams.	77	60%	48%
12. Promote the School Games to parents and the local community as specified.	62	48%	58%
13. Results of competitions and reports are featured on the school website / press.	116	91%	94%
14. Engages students in leading, managing and officiating in School Games activity.	65	51%	52%
15. Engaged in planning and developing SG (School Sport Organising Committee).	51	40%	41%
16. Is utilising sports coaches to support school sport activity.	128	100%	100%
17. Can provide evidence of training wider school staff to support school sport activity.	119	93%	93%
18. Can evidence active links with a number of local sports clubs (as specified).	65	51%	62%



Of those 128 schools awarded Silver, three areas were met by more than 85% of schools; the use of sports coaches (100%), providing training for wider school staff (93%) and results of fixtures published on the website/local press (91%). All three of these areas were amongst the areas most likely to be achieved by Silver schools in 2012-13 as well. Silver schools were least likely to meet the Gold Mark criterion for the promotion of the School Games to parents and the community at least fortnightly (48%) and the provision of a School Sport Organising Committee/Crew (40%), which was similar to 2012-13. One additional area (at least 20% of students engaged in leading, managing and officiating) just exceeded the 50% level by one school. More validated schools in 2013-14 (60%) were meeting the B and C team requirements at Gold than in 2012-13 (48%).

For those schools awarded Bronze, there are two levels of analysis, first against the requirements for a Silver award and second against the requirements for a Gold award. Only one area exceeded 85%, the utilisation of sports coaches (92% at both Silver and Gold). The new staggered PE provision question saw 80% of Bronze schools meeting the 2 hour level via a combination of curriculum and additional activity, and 67% having 2 hours on the curriculum. None of the criteria saw fewer than 50% of Bronze schools meeting the Silver level award; however, eight of the thirteen areas were below 50% at Gold (see Appendix 4).

Areas that stood out for upgraded schools were:

- The frequency of promotion of School Games activity to parents and the local community continued to be answered conservatively. Although there were examples of increased Twitter use and increased involvement by Organising Committees/Crews against the criteria, these practices were not in wide use across different SGO areas.
- The change in the extra-curricular question made much more sense to applicants that were validated, but still causes some confusion. Many schools were measuring individuals, despite the guidelines explaining the requirements to measure capacity taken up, and this was, therefore, decreasing their percentage. Despite this confusion, many schools were actually exceeding the 50% level at Gold through individuals alone, thus demonstrating a really strong level of engagement in school sport.
- There continued to be underreporting of activity in terms of leading managing and officiating, although there appeared to have been a lot of work done in some SGO areas to ensure Organising Committees/Crews had been set up across all schools.
- Accurate recording of club links was not commonplace, with the validation visit identifying more links than submitted - SGOs could have a greater role here in co-ordinating local/cluster links.
- Schools continued to be good at recording their Level 1 activity, and the ability to cross-reference with the SGO for Level 2 activity meant accurate records were held. However, as with last year, there were instances where the sports at Level 1 and 2 were not necessarily "matched up", i.e. schools doing Level 1 competitions that lead into Level 2 competitions and therefore providing the pathway that the School Games is designed to create. Examples included schools organising a certain sport at Level 1 because there was demand from the students, but they were in an SGO area where a Level 2 competition in that sport was not in place (usually due to not running a Level 3 event in that sport in that SGO area). Also, there were instances where no Level 1 competitions took place in some sports, but individuals/teams from that school were entered into the Level 2 competitions without the Level 1 competition to select teams/individuals first, e.g. usually the more individual based sports. These two examples help to demonstrate why some schools were not always doing the same sports at Level 1 and Level 2.

## Key Points

- The message regarding schools progressing up to a higher level of award is similar to 2012-13, i.e. that there continues to be strong potential for schools engaged with the School Games Mark award to make progression in the future, although the caveat remains that some criteria are more straightforward to develop/deliver than others.
- Prominent issues for Silver schools included three areas where the SGO involvement, particularly around understanding what is included, could have a positive impact (club links, promotion of School Games and helping to develop School Sport Organising Committee/Crews). The criteria causing the most issues (in terms of progression) in 2012-13 are similar in 2013-14, although there has been an increase in the proportion of validated schools offering the requisite number of B and C teams (58% v 48%).
- A point made in the 2012-13 report stated that "different types of school will face different challenges in order to progress" and this remains the same, as the size of school and type of school makes certain areas of the Mark criteria more difficult than others. For example, the percentage questions in larger schools can be more difficult than in smaller schools where each child accounts for a larger percentage point.
- As with 2012-13, the majority of the 110 upgrades made to the sample of 302 independently validated schools could be explained by errors on the application form against one or two criteria, rather than wholesale misinterpretation of the application form.
- Armed with the intelligence gained from two years' worth of the independent validation programme, it is ever clearer that the SGOs have an important role in helping schools to plan for progression, particularly around things under their control (e.g. creating Level 2 opportunities) but also in the communication of the Mark requirements, particularly what is included for areas such as promotion and helping to develop active club links across cluster schools.

## 4.4 Driving Volume

As noted previously the proportion of eligible schools that applied for a Mark award was 32%, with just over two thirds of schools not applying. The independent validation of schools found that 96% of the sample of schools selected met the criteria for a pass at some level and, of these, 110 schools were upgraded. Given that the application and validation processes are demonstrably effective, the challenge remains to encourage the majority (68%) of eligible schools that did not apply for an award in 2013-14 to engage with the scheme. This is what we call 'driving volume' and in section 4.4.1 and 4.4.2 we look at the prospects for driving volume by two methods, namely SGO work plans and criteria changes.

### 4.4.1 SGO Work plans

Table 9 (overleaf) details the forecast number of Mark applications for 2012-13 and 2013-14, measured against the actual outcome. The table is sorted by the standardised measure of actual performance as a percentage of target for 2013-14. In the first year of Mark, the number of applications forecast by SGOs in their work plans proved to be an underestimate of 295 (+22%). In 2012-13, as the forecast number of applications increased significantly, the actual outturn of applications fell short by 364 (-12%), though this still represented an increase of 1,383 applications on the previous year.

The outturn for 2013-14 mirrors that of the previous year, in the sense that actual Mark applications fell short of the forecast. In absolute terms, the gap increased to 924, but as a percentage of all applications,

there was only a marginal fall of 2% from 2012-13. This overall figure conceals some significant variation at LOC level however, which raises a number of questions.

For the second year running, Bedfordshire generated the highest rate of applications from its registered schools (66%). This was only marginally short of its forecast for the year, and the county was one of four to get within 2 applications of its target. Conversely, Berkshire was the worst performing LOC on this measure, with only 37% of the forecast 107 applications materialising. In Somerset however, where there was a significant increase in the number of successful applications, delivery was 29% ahead of target. Sussex's SGOs managed to generate an additional 88 applications above their collective target (+80%), while the equivalent figure for Surrey was 51 (+54%). Overall, thirteen LOCs exceeded their work plan forecasts, while 32 fell short.

Once again however, the devil is in the detail. In London, there was a shortfall against the LOC forecast of some 350 schools, or 37%. This masks some considerable variation among the five London CSPs however, with London Central standing out as the worst performing area in the capital (falling short by 144 schools or 70%). Even this is an improvement on 2012-13 however, when only 13% of the forecast 184 submissions were made.

**Table 9 - Mark applications - forecast and actual**

LOC	2011-12	2012-13				2013-14				2014-15
	Actual	Forecast	Actual	Var	%	Forecast	Actual	Var	%	Forecast
Sussex	19	49	65	16	133%	110	198	88	180%	120
Surrey	3	23	69	46	300%	94	145	51	154%	101
Cornwall	14	15	44	29	293%	77	111	34	144%	77
Herefordshire	1	2	5	3	250%	15	21	6	140%	45
Devon	21	55	75	20	136%	111	150	39	135%	83
Tees Valley	11	34	42	8	124%	99	127	28	128%	103
Somerset	11	10	9	-1	90%	54	69	15	128%	70
Staffordshire	36	88	76	-12	86%	136	154	18	113%	150
Derbyshire	4	55	41	-14	75%	162	183	21	113%	143
Merseyside	80	99	118	19	119%	164	178	14	109%	170
Shropshire, Telford Wrekin	7	10	15	5	150%	75	81	6	108%	94
Essex	4	107	80	-27	75%	230	247	17	107%	191
North Yorkshire	9	33	44	11	133%	148	157	9	106%	157
Cumbria	0	0	18	18		61	61	0	100%	87
West Yorkshire	27	79	51	-28	65%	188	187	-1	99%	190
Bedfordshire	81	113	142	29	126%	171	169	-2	99%	139
Bucks. & Milton Keynes	20	44	41	-3	93%	81	79	-2	98%	97
West of England	10	27	33	6	122%	85	82	-3	96%	168
Humber	73	119	85	-34	71%	159	153	-6	96%	159
Dorset	9	16	35	19	219%	57	54	-3	95%	178
South Yorkshire	33	80	47	-33	59%	129	121	-8	94%	150
Greater Manchester	116	204	171	-33	84%	363	335	-28	92%	237
Lancashire	7	47	46	-1	98%	211	193	-18	91%	177
Suffolk	18	30	28	-2	93%	99	88	-11	89%	125
Nottinghamshire	11	10	18	8	180%	98	86	-12	88%	190
Durham	35	70	68	-2	97%	138	121	-17	88%	108
Black Country	23	37	33	-4	89%	88	77	-11	88%	151
Cambs. & Peterborough	37	42	39	-3	93%	94	81	-13	86%	191
Oxfordshire	15	95	48	-47	51%	138	118	-20	86%	142
Worcestershire	35	46	50	4	109%	81	66	-15	81%	136
Cheshire & Warrington	53	87	68	-19	78%	168	135	-33	80%	146
Hertfordshire	60	102	86	-16	84%	192	151	-41	79%	139
Gloucestershire	27	35	25	-10	71%	71	55	-16	77%	149
Northumberland	21	38	33	-5	87%	95	73	-22	77%	87
Leicestershire & Rutland	32	53	50	-3	94%	126	88	-38	70%	164
Tyne & Wear	11	42	47	5	112%	152	102	-50	67%	165
Birmingham	2	30	31	1	103%	110	73	-37	66%	137
Hampshire & IoW	38	117	130	13	111%	256	166	-90	65%	207
Northamptonshire	9	63	52	-11	83%	124	79	-45	64%	99
Norfolk	0	2	17	15	850%	116	73	-43	63%	463
London	202	564	303	-261	54%	940	590	-350	63%	553
Wiltshire	3	17	31	14	182%	92	57	-35	62%	99
Kent	90	188	132	-56	70%	325	196	-129	60%	194
Lincolnshire	40	72	56	-16	78%	138	80	-58	58%	125
Coventry, Solihull & Warks.	11	22	29	7	132%	103	57	-46	55%	111
Berkshire	10	55	36	-19	65%	107	40	-67	37%	111
Total	1,379	3,126	2,762	-364	88%	6,831	5,906	-924	86%	7,079
London West	91	135	113	-22	84%	192	149	-43	78%	125
London East	28	106	76	-30	72%	275	200	-75	73%	172
London North	42	114	69	-45	61%	181	128	-53	71%	251
London South	18	25	21	-4	84%	85	49	-36	58%	157
London Central	23	184	24	-160	13%	207	63	-144	30%	172

Forecasts for the 2014-15 school year indicate that there will be a further increase in the number of applications for a Mark award. The total number of applications is due to rise to 7,079, which would

represent growth of 20% (1,173) compared with 2013-14. This would result in the proportion of activated schools applying for School Games Mark rising from 32% currently to 38%. We note that some LOC areas are forecasting that they will achieve fewer Mark applications in 2014-15 than they actually achieved in 2013-14. This should not be permitted without very good reason.

This proposed increase depends on SGOs averaging approximately 16 applications each. As we have seen however, many are already delivering well in excess of this figure, while a significant minority have not yet engaged to the same extent. This finding reinforces the need to encourage a greater proportion of the SGO workforce to submit multiple applications in support of the target. It is therefore all the more important for those involved in School Games Mark to understand and devise strategies to overcome the barriers and constraints which currently prevent some SGOs from buying in to the process fully.

#### 4.4.2 Changes to Mark Criteria

The Mark criteria for 2014-15 were published on 6<sup>th</sup> January 2015. The criteria for 2014-15 remain largely unchanged and the focus will turn to providing more clarity in the supporting documentation on some of the terminology used in the criteria. However, the two key changes for 2014-15 are highlighted below.

First, the wording in terms of the number of hours PE required has been changed to provide further clarity around this criterion. The changes at each level are presented in the table below.

**Table 10 - Key Changes in the criteria for 2014-15 (2 hours of PE)**

Level of Award	2013-14 Criterion	Level of Award	2014-15 Criterion
Bronze	<b>Aspire</b> to provide <b>two hours</b> of PE to <b>all pupils</b> per week.	Bronze	Plans in place to provide <b>all</b> pupils with <b>two hours</b> of physical education and school sport per week inclusive of extra curriculum provision;
Silver	Provide <b>all</b> pupils with <b>two hours</b> of PE and school sport per week (made up of <b>curricular</b> and <b>extra-curricular</b> activity)	Silver	Provide <b>all</b> students with <b>two hours</b> of physical education and school sport per week (made up of curricular and extracurricular activity);
Gold	Provide <b>all</b> pupils with two hours of PE per week (within the curriculum only.)	Gold	Provide <b>all</b> students with <b>two hours</b> of physical education per week (within the curriculum only); and have extra curriculum provision in addition to this;

Second, the criterion focusing on using the Sainsbury's School Games formats to provide the opportunity through inter-school competition (Level 2) for both boys and girls to take part in B and C team standard competition has been adjusted slightly for the Gold standard award, as highlighted in the table below.

**Table 11 - Key Changes in the criteria for B/C teams for 2014-15**

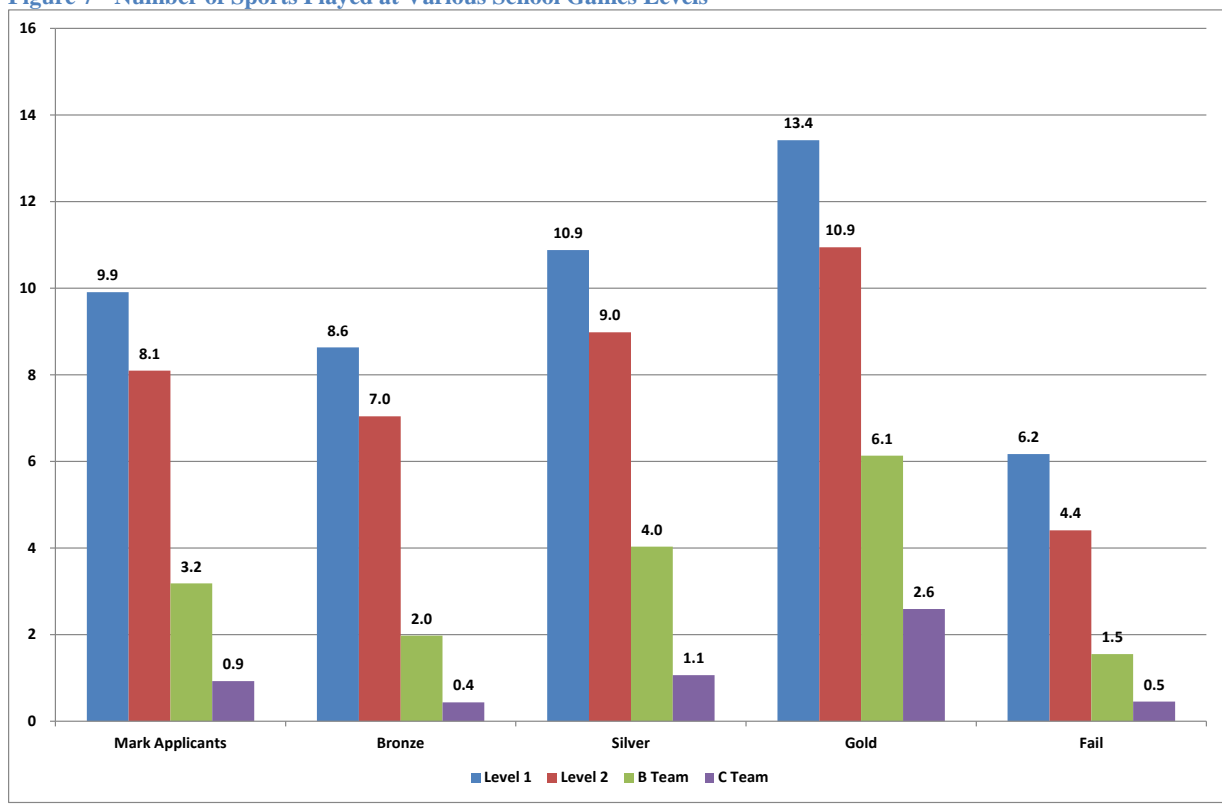
Level of Award	2013-14 Criterion	Level of Award	2014-15 Criterion
Bronze	N/A	Bronze	N/A
Silver	Secondary School of up to 500 pupils: 2 B teams Secondary School of 501 or more pupils 2 B teams	Silver	Unchanged
Gold	Secondary School of <b>up to 500</b> pupils: <b>4 B teams, 2 C teams</b> Secondary School of <b>501 or more</b> pupils: <b>5 B teams, 2 C teams.</b>	Gold	Secondary school of <b>up to 500</b> pupils: <b>2 B teams, 1 C team</b> Secondary school of <b>501 or more</b> pupils: <b>4 B teams, 2 C teams</b>

This will be the first year that there have been no significant changes to the Mark award criteria, and this consistency should benefit schools and SGOs. The revised wording of the two hour PE criterion aiming to improve clarity along with the adjustments made for B/C teams at Gold level standard should help to remove barriers that constrain some schools from achieving a higher level award.

#### 4.5 Level 1 and Level 2 Sports

One aspect of School Games provision which merits further investigation is the range of sports being played at Level 1 (*intra*-school) and Level 2 (*inter* school). In applying for School Games Mark, schools are required to submit details of which sports their pupils participate in at both levels, and the results highlight the popularity of 'traditional' sports, as well as the extent to which newer sports have made inroads into schools nationwide. To illustrate this, Figure 7 shows the average number of sports played at Levels 1 and 2 by School Games Mark schools.

Figure 7 - Number of Sports Played at Various School Games Levels

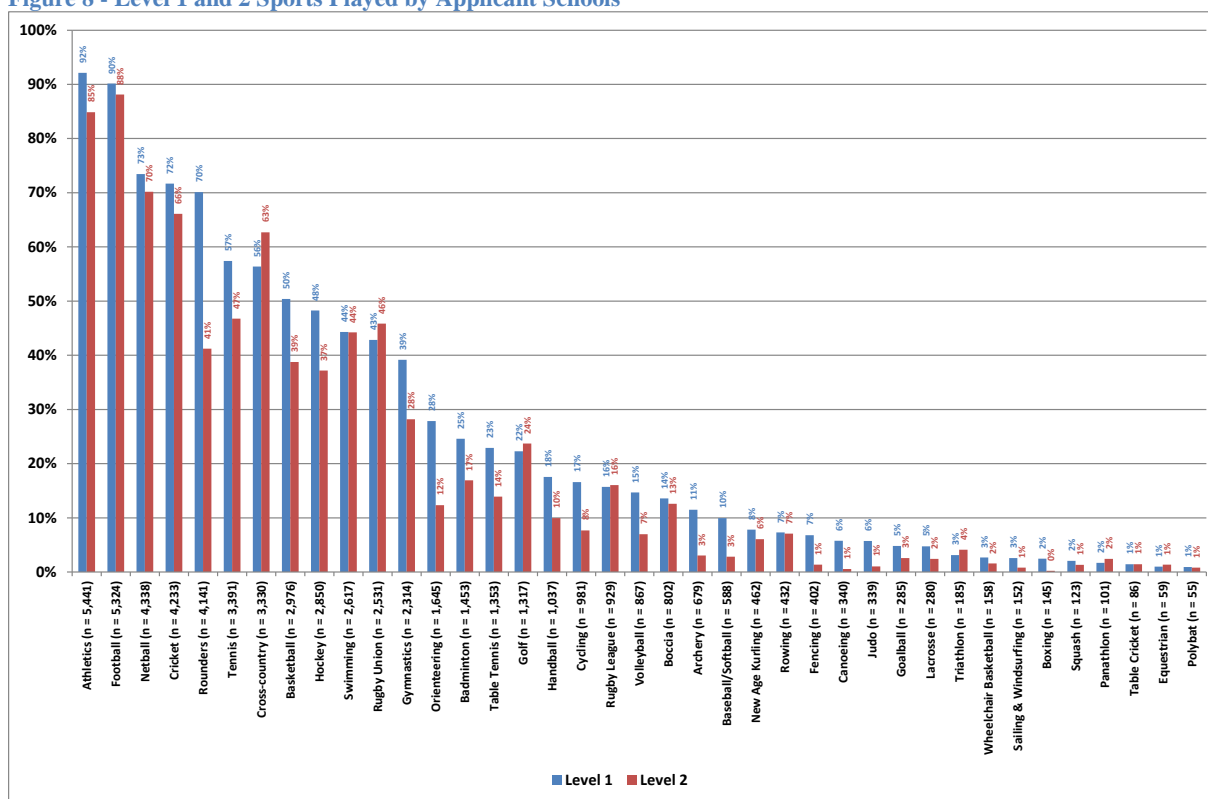


The first point of note is that schools applying for Mark play on average just under ten sports at Level 1, and just over eight at Level 2. Of the sports played at Level 2, schools enter an average of three B teams, and one C team. These average figures would be sufficient for any school to qualify for a silver award, based on these criteria alone. Inevitably, there is variation between schools achieving different Mark award levels. Thus, Bronze schools participate in fewer sports at Level 1 (8.6) and Level 2 (7), while Gold schools take part in considerably more (13.4 at Level 1 and 10.9 at Level 2). Schools which failed in their application provided fewer sports in general.

Further, the proportion of sports entered at B and C teams level increases with Mark award level. Gold schools field B teams in more than half of all sports entered, compared with only 28% at Bronze schools. At C team level, their contrast is even more marked, with almost a quarter of sports entered at Gold schools,

compared with just over 6% in Bronze schools. We can therefore say with some certainty that higher achieving schools are providing a wider range of sports at Level 1 and Level 2.

Figure 8 - Level 1 and 2 Sports Played by Applicant Schools



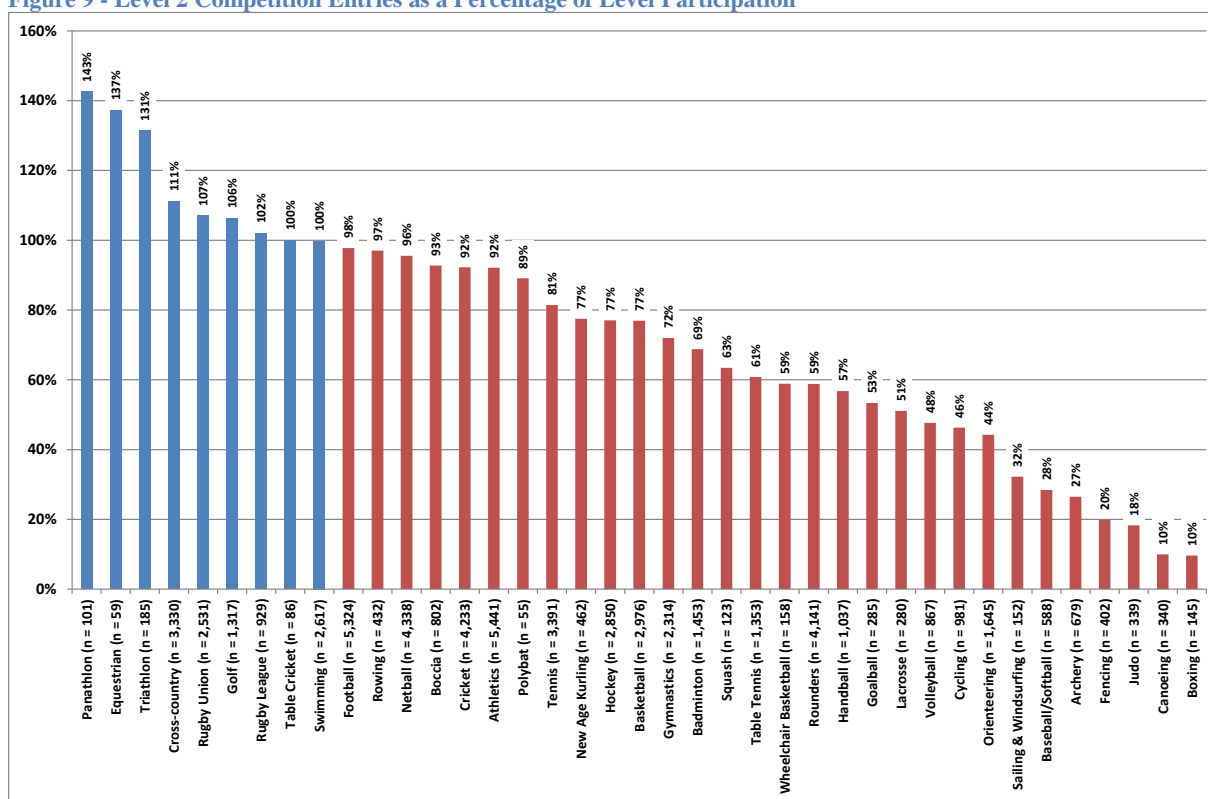
It is also interesting to consider *which* sports are being provided most frequently by applicant schools. Figure 8 shows the percentage of schools playing each of the 39 official School Games sports in rank order of Level 1 participation. The graph makes evident the dominance of five sports at Level 1, namely: Athletics (92% of schools applying for School Games Mark); Football (90%); Netball (73%); Cricket (72%); and Rounders (70%). There is a second group of sports (Tennis, Cross-Country, Basketball, Hockey, Swimming, Rugby Union and Gymnastics), in which more than 35% of schools participate at Level 1, while for the remainder, school take up rates are below 30%.

Based on the figures quoted above relating to the number of sports provided, at Level 1 an average school applying for School Games Mark is likely to participate in the following:

- Athletics and Football
- at least two from Netball, Cricket and Rounders
- at least two from Tennis, Cross-Country, Basketball, Hockey, Swimming, Rugby Union, Gymnastics
- up to four other sports

At Level 2, the picture is slightly different, with Football predominant as the most popular sport in 88% of schools, followed by Athletics on 85%. There are also more notable differences between Levels 1 and 2 in some sports. In Rounders for example, despite 70% of all schools participating at Level 1, only 41% of applicants enter teams into Level 2 competitions (equating to 59% of Level 1 entries). A similar picture exists in many other sports (as Figure 9 demonstrates), to the extent that in half of the sports provided under School Games, the shortfall between Level 1 and Level 2 participation is more than 25%. We should also note here that for seven sports, provision at Level 2 actually outstrips Level 1, with more schools participating in *inter-school* competition than at *intra-school* level.

Figure 9 - Level 2 Competition Entries as a Percentage of Level Participation

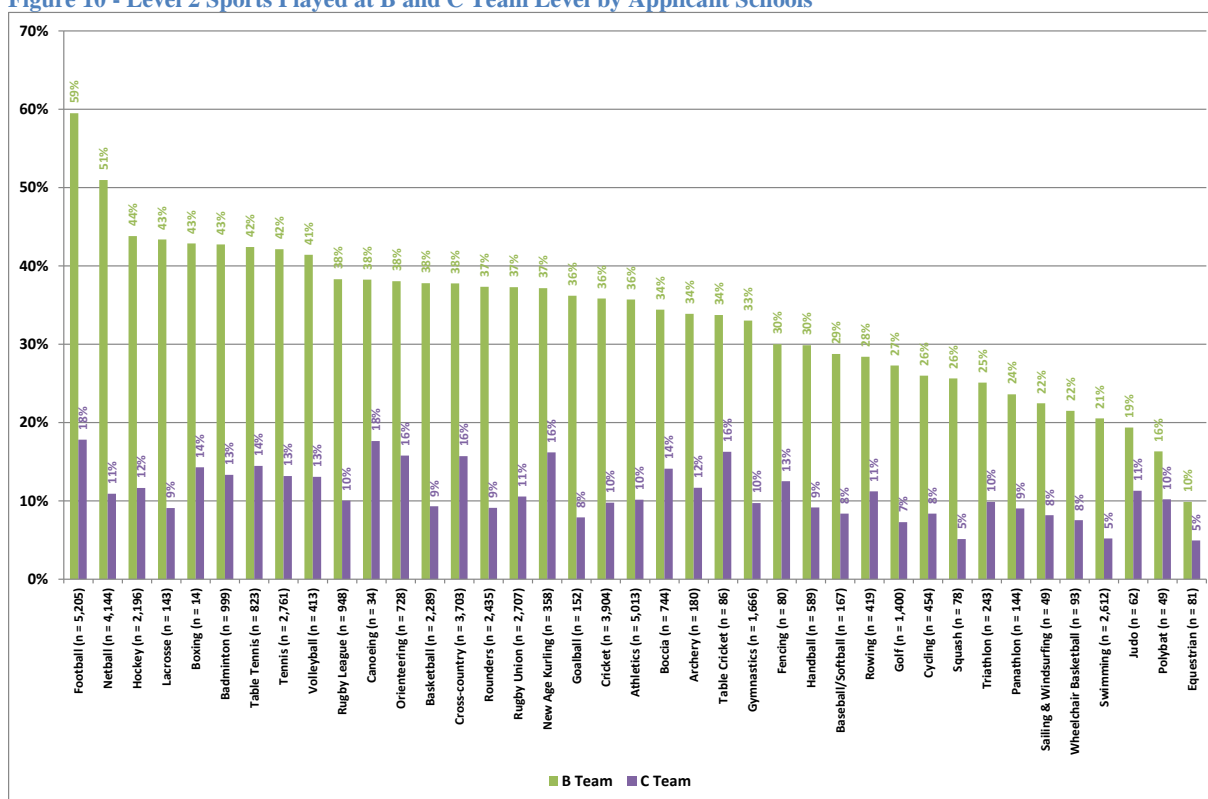


The gaps in participation between Level 1 and Level 2 suggest a lack of infrastructure at Level 2 to support and develop competitive opportunities. In sports such as Rounders, Gymnastics and Orienteering, there are clearly encouraging numbers of schools engaging at Level 1, which do not have a pathway to Level 2 participation. In short, without other teams to compete against, schools can only participate on their own turf. This is an issue for both SGOs, who have the task of organising Level 2 festivals, and for NGBs, whose aim is to increase participation. Additionally, in the absence of inter-school competition, children and schools lack the opportunity to test their ability through competition, which may result in disengagement in the long run.

Unmet demand at Level 2 also presents an opportunity for SGOs and NGBs, in that providing a competitive outlet at inter-school level might encourage a more general increase in participation. This would offer a further benefit to schools applying for School Games Mark, since any addition to the number of sports offered at Level 2 increases the likelihood that schools will apply for Silver and Gold Mark awards (which require more sports to be played at Levels 1 and 2). At the individual level, a wider range of sports offers more opportunities to participate, which is potentially more important to children who do not engage in more traditional sports. Closing the gap between Level 1 and Level 2 engagement in sports would therefore present something of a win-win opportunity for all concerned.



Figure 10 - Level 2 Sports Played at B and C Team Level by Applicant Schools



More than half of applicant schools participating at Level 2 enter B teams in Football (59%) and Netball (51%), meaning that these are the two sports most likely to feature in a successful application for Silver or Gold. There is a second group of sports (including Hockey, Badminton, Table Tennis, Tennis and Volleyball) in which more than two-fifths (40%) of schools participating at Level 2 enter multiple teams.

In the majority of School Games sports however, B teams were provided by fewer than 40% of schools, including many individual sports such as Athletics (36%), Cycling (26%), and Swimming (21%). It is interesting, given Swimming's reserved place in the National Curriculum, that there appear to be fewer competitive outlets for participants in schools, even compared with other individual or lifestyle sports. This contrast between sports presents an interesting twofold challenge: to encourage schools to consider individual sports as opportunities to enter B and C teams; and, to consider the ability of School Games' competitive formats to facilitate this.

It is important to note that this analysis has not differentiated between primary and secondary school activity and merely identifies the overall picture. Further investigation is possible which would identify more detailed patterns by school type or county area for example.

### Key Points

- Schools making successful Mark award applications play an average of ten sports at Level 1 and eight at Level 2. Of the eight sports provided at Level 2, schools enter an average of three B teams and one C team. These totals are higher for Silver and Gold schools.
- The most frequently included sports at Levels 1 are Athletics, Football, Netball, Cricket and Rounders. At Level 2, the most popular sports among Schools applying for a Mark award are Football, Athletics, Netball, Cricket and Cross-Country.
- Analysis by sport reveals considerable gaps in the provision of competitive opportunities at Level 2, compared with participation at Level 1. While Level 2 participation in Football and Athletics

matches Level 1 very closely, in half of the sports provided by School Games, the number of schools entering Level 2 competitions is less than 75% of those offering provision at Level 1. Of these, Level 2 provision in ten sports is less than half that at Level 1. This highlights a lack of competitive infrastructure in some sports, which may be of concern to the relevant NGBs. Finding a way of closing the gap could have wide-ranging benefits for schools and SGOs alike.

- Schools do not only provide a wide range of sports, but also do so in considerable depth. Football and Netball are the most frequently provided sports at B and C team level, but there are disparities in the extent to which other sports appear to encourage multi-team entries. Athletics is one of the most popular sports in the School Games, but only 36% of schools competing at Level 2 enter more than one team. In Swimming, this proportion is even lower, at 21%.
- The variance in the breadth and depth of provision of sports at Level 1 and Level 2 highlights the challenge for SGOs and NGBs alike in encouraging engagement in inter-school competition. Participation at Level 1 does not necessarily translate to Level 2, as demonstrated by the example of Rounders. In developing solutions to try to close these gaps however, providers of school sport could help to drive increases in participation across the board, particularly if schools have strong links to voluntary sports clubs. This may have particular significance for non-traditional sports such as Handball, which have made recent inroads into schools.

## **5 RECOMMENDATIONS & CONCLUSION**

The 2014-15 academic year will see the Mark programme enter its fourth year of operation and, for the main part, will represent a period of consolidation. Below we summarise our recommendations which have the potential to improve the programme whilst helping to drive volume even further.

The 2013-14 academic year was the third year of the award scheme which saw a 114% (3,144) increase in the number of applications compared to 2012-13, this is a positive finding and highlights that the programme has continued to grow.

The independent validation process delivered positive results and found that the online application process was 96% accurate (in terms of pass or failure rates) and this compares favourably with results from 2012-13 which highlighted the process was 84% accurate. The validation process revealed that 36% (110) of schools deserved a higher award level than they would have received by the system had they not been selected for validation. This highlights that a better understanding of the criteria is still required at both school and SGO level. Only minor tweaks have been made to the criteria for 2014-15 which will mean that schools and SGOs can become more familiar with the criteria. Updated and more detailed support documents with real-life examples will aid this familiarity and provide clarity in terms of better understanding of the criteria and ensuring it is less open to interpretation. Training for SGOs, either as part of the SGO conferences, or through targeted workshops may also help. As a minimum, online web training should be made available, enabling further insight and understanding of the criteria amongst the network to be cascaded.

### **5.1 SGO and School Engagement**

A key positive finding from the independent validation programme revealed that many schools are again achieving a higher standard than they are giving themselves credit for.

In terms of SGO engagement in the Mark award programme, 98% of SGOs had one or more schools applying for an award from their region in 2013-14 which is a 14 percentage point increase on 2012-13. This highlights that building the process into SGO work plans, delivery plans and reporting mechanisms has helped SGOs to understand the importance of the process. However, it is evident that engagement varies considerably between SGO regions. Over the remainder of the current academic year, further support is therefore required to encourage more SGOs to ensure that they have multiple schools submitting an application for a Mark award. The causes of the variations in engagement require further investigation if they are to be fully overcome although a reward and recognition scheme which acknowledges success as well as distance travelled may go some way towards providing an incentive for those less engaged. It also appears that attention should focus on the 68% of eligible schools who did not apply for an award and SGOs should be encouraged to work with and engage these schools.

### **5.2 Causes of Failure**

The causes of failure have been reviewed and it is evident that of the 213 schools that failed, almost two-thirds (128) did so on just one of the four areas and the most likely reason for failure was the lack of engagement in Level 2 competitions. SGOs should work with their schools to put in place strategies to ensure more engagement in Level 2 competitions which would allow schools to meet the required standard for this area of the criteria. Additionally, SGOs should also provide further support for first time applicants as 85% of schools that failed fell into this category.

### **5.3 Progression of Schools**

Analysis of data for 2013-14 has highlighted a positive picture in terms of the progress schools are making from one year to another on the award scheme. Of those schools that made successful applications in 2012-13, 77% (2,126) reapplied for an award in 2013-14. Furthermore, 95% (3,603) of those schools who had not applied for an award prior to 2013-14 achieved an award. Schools which had failed the award in 2012-13 had also made progress and of the 429 schools who failed in 2012-13, 296 reapplied and 95% (282) of these were successful in achieving an award. There was also further good news in that many schools reapplying for an award, achieved a higher level award than they had previously; 58% (555) of schools reapplying progressed from Bronze to at least a Silver award, and 33% (212) of schools reapplying progressed from a Silver to a Gold award. Finally, 87% (194) of those schools which achieved a Gold award in 2012-13 maintained their award in 2013-14. This data indicates that a successful application is within reach for many schools even if they are new to the system or have failed to achieve in previous years, maintaining an award or progressing to a higher level is also likely.

### **5.4 Driving Volume**

Forecasts indicate that there will be a further increase in Mark applications for 2014-15 with total applications expected to rise by 20% (1,173) compared with 2013-14, however this relies on an approximate average of 16 applications being submitted per SGO region. It is therefore important for those involved to understand and derive strategies to overcome barriers and constraints currently preventing some SGO areas from fully buying into the Mark process. We have noted that some LOC areas are forecasting that they will achieve fewer Mark applications in 2014-15 than they actually achieved in 2013-14. This should not be permitted without very good reason.

### **5.6 Level 1 and 2 Sports**

In applying for School Games Mark, schools are required to submit details of which sports their pupils participate in at both levels, the results of our data analysis highlight the popularity of 'traditional sports' as well as the extent to which newer sports have made their entry into the PE curriculum. Analysis by sport reveals considerable gaps in the provision of competitive opportunities at Level 2 compared to participation at Level 1. Whilst Level 2 participation in Football and Athletics matches Level 1 very closely, in half of the sports provided by School Games, the number of schools entering Level 2 competitions is less than 75% of those offering provision at Level 1. Of these, Level 2 provision in ten sports is less than half that at Level 1. This highlights a lack of competitive infrastructure in some sports, which may be of concern to the relevant NGBs. The variance in the breadth and depth of provision of sports at Level 1 and Level 2 highlights a challenge for SGOs and NGBs in encouraging further engagement in Level 2 competition and translating participation at Level 1 into Level 2 competitions. In developing strategies to try to close these gaps, providers of school sport could help to drive increases in participation by creating stronger links to community sports clubs. This point is particularly relevant for non-traditional sports such as Handball which have made recent inroads into schools.

### **5.7 Conclusion**

The independent validation for 2013-14 covered 302 schools and was 96% accurate (in terms of the pass / failure rate) and 110 schools were able to justify a higher level of award than they were originally in line to achieve following the review of evidence during their independent validation. The minor changes to the criteria which were released in January 2015 represent a period of consolidation for the award programme which will enable schools and SGOs to increase their familiarity with the criteria rather than trying to understand and digest changes and reflect on how these will impact on them.

The award scheme received an increase of 114% (3,144) in applications compared to 2013-14 and the forecasts suggest this is set to increase further in 2014-15. The challenge now will be to ensure focus is not lost, that the network continues to strive for further improvement and evolves in response to changing school sport policy and infrastructure. There has been a vast amount of learning which has taken place amongst the School Games network over the three years of the Mark award scheme and the independent validation has helped inform positive changes to allow it to grow and ensure it is a programme which works for those SGOs and schools on which it impacts. We are confident that the quantity and quality of applications for a Mark award will set new records in 2014-15.

**Sport Industry Research Centre**

**January 2015**

## APPENDICES

### Appendix 1: The list of 302 schools validated

No.	School Name	SGO Name	SGO Region
1	Dormers Wells High School	Adam Bunce,	Featherstone
2	Fielding Primary School	Adam Bunce,	Featherstone
3	Hatfield Academy	Adam Fuller,	Forge Valley (Wisewood)
4	Pye Bank CofE Primary School	Adam Fuller,	Forge Valley (Wisewood)
5	East Stanley School	Ailsa White,	Consett
6	Burnopfield Primary School	Ailsa White,	Consett
7	Craven Primary Academy	Alex Sherwood (Fiona Scott)	Sirius Academy
8	Southcoates Primary Academy	Alex Sherwood (Fiona Scott)	Sirius Academy
9	Richard Lander School	Alexa Blake,	Peninsula (Penryn)
10	Threemilestone School	Alexa Blake,	Peninsula (Penryn)
11	Campion School	Ali Knight,	Campion (Kenilworth)
12	Ridgeway School	Ali Knight,	Campion (Kenilworth)
13	Kettlefields Primary School	Alison Cope,	Netherhall, Cambridgeshire
14	Ditton Lodge Community Primary School	Alison Cope,	Netherhall, Cambridgeshire
15	Sproughton Church of England Voluntary Controlled Primary School	Alison Furlong (Mark Forster)	Westbourne
16	Hintlesham and Chattisham Church of England Voluntary Controlled Primary School	Alison Furlong (Mark Forster)	Westbourne
17	Tarleton Mere Brow Church of England Primary School	Alison Jones,	Worden
18	Hesketh-with-Beaconsall All Saints CofE School	Alison Jones,	Worden
19	Red Hall Primary School	Alison Raw,	Longfield
20	Gurney Pease Academy	Alison Raw,	Longfield
21	Godalming Junior School	Alistair Reid, Ally Reid,	Ash Manor
22	Loseley Fields Primary School	Alistair Reid, Ally Reid,	Ash Manor
23	St Paul's CofE Primary School	Amy McCulloch,	Farringdon
24	St Aidan's Catholic Academy	Amy McCulloch,	Farringdon
25	Arnold Mill Primary and Nursery School	Andrew Dowling,	Wheldon
26	Carlton Academy	Andrew Dowling,	Wheldon
27	Rossington All Saints Academy	Andrew Lockwood,	Rossington
28	Rossington St Michael's CofE Primary School	Andrew Lockwood,	Rossington
29	St Bede's Roman Catholic High School, Blackburn	Andrew Mercer,	St Bedes/Blackburn with Darwen
30	Wensley Fold CofE Primary Academy	Andrew Mercer,	St Bedes/Blackburn with Darwen
31	East Wichel Primary School & Nursery	Andrew Steckbeck,	Swindon (St Lukes)
32	South Marston Church of England Primary School	Andrew Steckbeck,	Swindon (St Lukes)
33	Gatten and Lake Primary School	Andy Day,	Sandown
34	St Blasius Shanklin CofE Primary Academy	Andy Day,	Sandown
35	Archbishop of York's CofE Voluntary Controlled Junior School, Bishopthorpe	Andy Pope,	York High
36	St Mary's Church of England Voluntary Controlled Primary School	Andy Pope,	York High
37	Peakirk-Cum-Glinton CofE Primary School	Anita Duff (Andrew Phillips)	Stanground
38	The Phoenix School	Anita Duff (Andrew Phillips)	Stanground

No.	School Name	SGO Name	SGO Region
39	Plaistow and Kirdford Primary School	Barry Meaney,	Weald
40	Billingshurst Primary School	Barry Meaney,	Weald
41	Claypool Primary School	Brian Richardson,	St Josephs
42	Horwich Parish CofE Primary School	Brian Richardson,	St Josephs
43	Myrtle Park Primary School	Bryan Brooks,	Beckfoot
44	Beckfoot School	Bryan Brooks,	Beckfoot
45	SS Peter and Paul RC Voluntary Aided Primary School	Bryan Levey,	Mortimer II
46	Marine Park Primary School	Bryan Levey,	Mortimer II
47	Waddington All Saints Primary School	Carley Shutt,	City of Lincoln
48	The Potterhanworth Church of England Primary School	Carley Shutt,	City of Lincoln
49	Cophall School	Caroline Connell,	St James
50	The Annunciation RC Junior School	Caroline Connell,	St James
51	Abraham Guest Academy	Cathy Robinson,	Abraham Guest
52	St Marie's Catholic Primary School Standish	Cathy Robinson,	Abraham Guest
53	Radcliffe-on-Trent Junior School	Chris Ballard,	Dayncourt
54	Tollerton Primary School	Chris Ballard,	Dayncourt
55	The Bramcote School	Chris Byrne,	Broxtowe (Alderman White)
56	Wadsworth Fields Primary School	Chris Byrne,	Broxtowe (Alderman White)
57	St Joseph's Catholic Primary School	Chris Dyson,	Ashton on Mersey
58	Broadoak School	Chris Dyson,	Ashton on Mersey
59	Sanders School	Chris Green,	Emerson Park
60	Abbs Cross Academy and Arts College	Chris Green,	Emerson Park
61	Newlands Community Primary School	Chris Ripley,	Bosworth
62	Townlands Church of England Primary School	Chris Ripley,	Bosworth
63	Kingshurst Primary School	Chris Shaughnessy,	North Solihull (Smiths Wood)
64	Forest Oak School	Chris Shaughnessy,	North Solihull (Smiths Wood)
65	Codsall Middle School	Chris Wood,	Cheslyn Hay
66	St Nicholas CofE (C) First School	Chris Wood,	Cheslyn Hay
67	Immaculate Heart of Mary Catholic Primary School	Chrisi Nicholson Bennett, <b>Melissa Byrne,</b>	Carr Manor
68	Moortown Primary School	Chrisi Nicholson Bennett, <b>Melissa Byrne,</b>	Carr Manor
69	Sudbury Primary School	Christopher Gibson,	Kingsbury (Brent)
70	Byron Court Primary School	Christopher Gibson,	Kingsbury (Brent)
71	The Brooksbank School	Colin Crowther,	Brooksbank
72	Old Earth Primary School	Colin Crowther,	Brooksbank
73	Owston Park Primary	Craig Dallas,	Balby Carr
74	Bentley New Village Primary School	Craig Dallas,	Balby Carr
75	West Gate School	Daniel Hewins,	Lancaster
76	New College Leicester	Daniel Hewins,	Lancaster
77	Sunningwell Church of England Primary School	Danny Taylor,	King Alfreds (Oxfordshire)
78	Larkmead School	Danny Taylor,	King Alfreds (Oxfordshire)
79	Park School	Dave Rohman,	Collegiate / Palatine
80	Highfurlong School	Dave Rohman,	Collegiate / Palatine
81	Thurlbear Church of England Primary School	David Bullock,	Tone (Castle, Somerset)

No.	School Name	SGO Name	SGO Region
82	Staplegrave Church School	David Bullock,	Tone (Castle, Somerset)
83	West Hatch High School	David Harries,	Davenant Foundation
84	Hereward Primary School	David Harries,	Davenant Foundation
85	Harpur Hill Primary School	Dawn Richardson,	Buxton
86	Peak Forest Church of England Voluntary Controlled Primary School	Dawn Richardson,	Buxton
87	Holy Trinity CofE Junior School	Debbie Speed,	Harrogate
88	Highfield Junior School	Delyth Davies,	Langley Park School for Boys (Kelsey Park)
89	Hayes Primary School	Delyth Davies,	Langley Park School for Boys (kelsey Park)
90	St Bernard's Catholic Primary School	Derek Mcdermott,	Bishop Challoner
91	The Dame Ellen Pinsent School	Derek Mcdermott,	Bishop Challoner
92	Alanbrooke School	Duncan Burgess,	Thirsk
93	Topcliffe Church of England Voluntary Controlled Primary School	Duncan Burgess,	Thirsk
94	Hodnet Primary School	Duncan Settington,	Lakelands
95	Moreton Say CofE Controlled Primary School	Duncan Settington,	Lakelands
96	Stamford Green Primary School	Elizabeth Duggan (Mel Jackson)	Epsom & Ewell
97	Glyn School	Elizabeth Duggan (Mel Jackson)	Epsom & Ewell
98	Mill View Primary School	Elizabeth Newstead, <b>Claire Smedley,</b>	Blacon
99	Newton Primary School	Elizabeth Newstead, <b>Claire Smedley,</b>	Blacon
100	South Grove Primary School	Elliot Phillips,	Waltham Forest Central (Norlington Boys)
101	Willowfield Humanities College	Elliot Phillips,	Waltham Forest Central (Norlington Boys)
102	City College Brighton and Hove	Emma Greenough,	Dorothy Stringer
103	Queen's Park Primary School	Emma Greenough,	Dorothy Stringer
104	Levendale Primary School	Emma Turnbull,	Northfield
105	Conyers School	Emma Turnbull,	Northfield
106	Hythe Primary School	Flaminia Martin,	Bishop Wand
107	The Matthew Arnold School	Flaminia Martin,	Bishop Wand
108	Morpeth First School	Franki Clark,	Morpeth and Ponteland (Haydon Bridge III)
109	Morpeth Newminster Middle School	Franki Clark,	Morpeth and Ponteland (Haydon Bridge III)
110	Ercall Wood Technology College	Frankie Williams,	Phoenix
111	The Bridge at HLC	Frankie Williams,	Phoenix
112	Manor Junior School	Gareth Byres,	Samuel Cody
113	Samuel Cody Specialist Sports College	Gareth Byres,	Samuel Cody
114	Carleton Endowed CofE Primary School	Gavin Phillis,	Craven (Aireville)
115	Skipton, Water Street Community Primary School	Gavin Phillis,	Craven (Aireville)
116	Wood Green Junior School	Gemma Parker,	Wood Green (Sandwell)
117	The ACE Academy	Gemma Parker,	Wood Green (Sandwell)
118	Broadbent Fold Primary School and Nursery	Geoff Oldfield,	Astley (Tameside)
119	Corrie Primary School	Geoff Oldfield,	Astley (Tameside)
120	St Margaret's Anfield Church of England Primary School	Gerald Wigglesworth,	Archbishop Beck
121	Longmoor Community Primary School	Gerald Wigglesworth,	Archbishop Beck



No.	School Name	SGO Name	SGO Region
122	Broad Oak Sports College	Gill Molloy,	Broad Oak / Bury
123	St Luke's CofE Primary School	Gill Molloy,	Broad Oak / Bury
124	St Andrew's CofE VA Primary School, Lopham	Gina Atherton,	Framingham Earl
125	All Saints Church of England Voluntary Aided Primary School, Winfarthing	Gina Atherton,	Framingham Earl
126	Bramley Sunnyside Junior School	Gina Williams,	Wickersley
127	Wickersley School and Sports College	Gina Williams,	Wickersley
128	Friars Academy	Hannah Hore,	Manor Raunds
129	Manor School Sports College	Hannah Hore,	Manor Raunds
130	Little Houghton Church of England Primary	Hannah Hore,	Manor Raunds
131	West Pennard Church of England Primary School	Hayley Bullock,	Sedgemoor (King Arthurs)
132	St Benedict's Church of England Voluntary Aided Junior School	Hayley Bullock,	Sedgemoor (King Arthurs)
133	St Thomas More High School	Hayley Pegg,	Southend West (Eastwood)
134	St Mary's, Prittlewell, CofE Primary School	Hayley Pegg,	Southend West (Eastwood)
135	Rodillian Academy	Helen Holdsworth,	Rodillian
136	Robin Hood Primary School	Helen Holdsworth,	Rodillian
137	St James' CofE Junior School	Helen Wright,	Furness / Thorncliffe
138	Askam Village School	Helen Wright,	Furness / Thorncliffe
139	Wethersfield Church of England Voluntary Controlled Primary School	Howard Nicholls,	Ramsey
140	Shalford Primary School	Howard Nicholls,	Ramsey
141	Dodworth St John the Baptist CofE Primary Academy	Ian Cartwright (Jude Langdon)	Horizon Community College (Holgate)
142	Keresforth Primary School	Ian Cartwright (Jude Langdon)	Horizon Community College (Holgate)
143	Ravenswood Primary School	Ian Kendall,	Benfield II
144	Feversham Primary Academy	Jack Summers,	Hanson
145	Westminster Church of England Primary School	Jack Summers,	Hanson
146	Yattendon C.E. Primary School	James Mandry,	Park House
147	Compton C.E. Primary School	James Mandry,	Park House
148	Ninestiles School, an Academy	James Richardson,	Ninestiles
149	Archbishop Ilsley Catholic School	James Richardson,	Ninestiles
150	St Anne's and St Joseph's Roman Catholic Primary School, Accrington	Jane Johnson,	Norden
151	Waddington and West Bradford Church of England Voluntary Aided Primary School	Jane Johnson,	Norden
152	John Willmott School	Jane Sixsmith,	Wilson Stuart
153	Little Sutton Primary School	Jane Sixsmith,	Wilson Stuart
154	Edwinstree Church of England Middle School	Janette Wood,	Freman
155	Hormead Church of England (VA) Primary School	Janette Wood,	Freman
156	Highfields School	Janice Price,	Anthony Gell
157	Carsington and Hopton Primary School	Janice Price,	Anthony Gell
158	Roseberry Primary and Nursery School	Jennifer Lloyd-Edwards, Emma Nichol,	Roseberry
159	Chester-le-Street CofE (Controlled) Junior School	Jennifer Lloyd-Edwards, Emma Nichol,	Roseberry
160	Ashmount School	Jessica Robinson,	Burleigh
161	Maplewell Hall School	Jessica Robinson,	Burleigh
162	The John Henry Newman Catholic School	Jill Eaton,	Marriotts

No.	School Name	SGO Name	SGO Region
163	Featherstone Wood Primary School	Jill Eaton,	Marriotts
164	Docking Primary School	Jo Dickson,	King Edward VII
165	Snettisham Primary School	Jo Dickson,	King Edward VII
166	Langton Green Primary School	Jo Heath,	High Weald (Angley)
167	Pembury School	Jo Heath,	High Weald (Angley)
168	Barlborough Primary School	John Barker,	Tibshelf
169	Heritage High School A Mathematics and Computing Specialist College	John Barker,	Tibshelf
170	Bude Junior School	Julie Ponting,	North Cornwall (Callington)
171	Kilkhampton Junior and Infant School	Julie Ponting,	North Cornwall (Callington)
172	The Hayes Primary School	Julien Muana Lubo,Heidi Lukes (Tom Hilson)	Woodcote
173	St Giles CE VA Primary School	Karen Shopland,	Tupton Hall
174	Camms CofE (Aided) Primary School	Karen Shopland,	Tupton Hall
175	Lapal Primary School	Katie Jones,	Windsor (Dudley)
176	Tenterfields Primary School	Katie Jones,	Windsor (Dudley)
177	Cheam Park Farm Junior School	Katie Miller (Katie Elphick)	John Fisher
178	All Saints Carshalton Church of England Primary School	Katie Miller (Katie Elphick)	Carshalton
179	Wilstead Lower School	Kelly Rolfe,	Biddenham
180	Cotton End Primary School	Kelly Rolfe,	Biddenham
181	Wath Comprehensive School : A Language College	Kendal James,	Rawmarsh
182	Wath Victoria Primary School	Kendal James,	Rawmarsh
183	Clayton Brook Primary School	Kevin Loughran,	Brownedge St Marys
184	St Mary's and St Benedict's Roman Catholic Primary School	Kevin Loughran,	Brownedge St Marys
185	Tipton St John Church of England Primary School	Kevin Moran,	South East Devon (Kings)
186	Honiton Community College	Kevin Moran,	South East Devon (Kings)
187	Bents Green School	Kim Horton,	All Saints
188	Sheffield Springs Academy	Kim Horton,	All Saints
189	The Lacon Childe School	Kristien Wood,	Lacon Childe
190	Bayton CofE Primary School	Kristien Wood,	Lacon Childe
191	Widewell Primary School	Lance Chatfield,	Plymouth II (Sir John Hunt)
192	Woodlands School	Lance Chatfield,	Plymouth II (Sir John Hunt)
193	Iqra Slough Islamic Primary School	Laura Goodall,Laura Brookstein,	Wexham
194	Wexham School	Laura Goodall,Laura Brookstein,	Wexham
195	The Canterbury Primary School	Lauren Edwards,	Canterbury
196	Sturry Church of England Primary School	Lauren Edwards,	Canterbury
197	Marlbrook Primary School	Liam Brewer,	Kington (Earl Mortimer)
198	Riverside Primary School	Liam Brewer,	Kington (Earl Mortimer)
199	Herne Junior School	Linda Ingle,Judith Lasis,	Beacon/North Wealdon
200	Jarvis Brook Primary School	Linda Ingle,Judith Lasis,	Beacon/North Wealdon
201	St Joseph's Catholic Primary School	Lindsay Anfield,	Knottingley
202	Hemsworth Grove Lea Primary School	Lindsay Anfield,	Knottingley
203	St Aidan's CofE Memorial Primary School	Lisa Garrett (Natalie Downes)	Hartlepool
204	Eskdale Academy	Lisa Garrett (Natalie Downes)	Hartlepool

No.	School Name	SGO Name	SGO Region
205	Sidmouth Primary School	Mark Arridge,	St Marys (Hull)
206	St Nicholas' Primary School	Mark Arridge,	St Marys (Hull)
207	Our Lady Queen of Peace Catholic Engineering College	Mark Forster,	Glenburn
208	Holland Moor Primary School	Mark Forster,	Glenburn
209	Cutthorpe Primary School	Mark Tournier,	Brookfield (Derbyshire)
210	Springwell Community College	Mark Tournier,	Brookfield (Derbyshire)
211	St Catherine's RC Primary School	Martin Wright,	Levenshulme
212	Alma Park Primary School	Martin Wright,	Levenshulme
213	Whitegrove Primary School	Matthew Gamble,	Bracknell Forest/Brakenhale
214	Meadow Vale Primary School	Matthew Gamble,	Bracknell Forest/Brakenhale
215	Primrose Hill School	Matthew Keane,Gill Morris,	Camden (Haverstock)
216	St Aloysius Roman Catholic Junior School	Matthew Keane,Gill Morris,	Camden (Haverstock)
217	Lodge Park Academy	Matthew Peleszok,	Corby
218	Danesholme Junior School	Matthew Peleszok,	Corby
219	Hillcrest School A Specialist Maths and Computing College and Sixth Form Centre	Michael Stimpson,	Lordswood Boys
220	Woodhouse Primary Academy	Michael Stimpson,	Lordswood Boys
221	St Paulinus Catholic Primary School	Michael Troop,	St John Fisher
222	Headfield Church of England Voluntary Controlled Junior School	Michael Troop,	St John Fisher
223	Commonswood Primary & Nursery School	Michelle Bavington,	Sir Frederic Osborn
224	Panshanger Primary School	Michelle Bavington,	Sir Frederic Osborn
225	St James' Catholic High School - A Specialist Humanities College	Mike Power, Judith Ridings	Priestnall
226	Cheadle Hulme High School	Mike Power, Judith Ridings	Priestnall
227	Brackenhill Primary School	Mike Tetley,	Thornton Grammar
228	Lidget Green Primary School & Children's Centre	Mike Tetley,	Thornton Grammar
229	Earl Spencer Primary School	Natalie Lawrence,	Northampton Academy
230	Kingsthorpe Village Primary School	Natalie Lawrence,	Northampton Academy
231	Otley Prince Henry's Grammar School Specialist Language College	Natalie Mallinson,	St Marys Leeds
232	Broadgate Primary School	Natalie Mallinson,	St Marys Leeds
233	Stradbroke Primary School	Nathan Barthrop,	Handsworth Grange
234	Woodthorpe Primary School	Nathan Barthrop,	Handsworth Grange
235	St Joseph's Roman Catholic Primary School, Stacksteads, Bacup	Nathan Bibby,	Fearn Community
236	Bacup Thorn Primary School	Nathan Bibby,	Fearn Community
237	Curledge Street Academy	Nick Gillard,	Torbay (Paignton)
238	Torquay Academy	Nick Gillard,	Torbay (Paignton)
239	Chase View Community Primary School	Nick Ruddick,	Hagley Park
240	John Bamford Primary School	Nick Ruddick,	Hagley Park
241	The Royal Wolverhampton School	Nick Shaffery,	Smestow
242	Uplands Junior School	Nick Shaffery,	Smestow
243	St Helen's Catholic Primary School	Pat Hector,	Langdon School
244	St Joachim's RC Primary School	Pat Hector,	Langdon School
245	St Mary's Catholic Primary School, Poole	Paul Mitchell	Poole (Rossmore)
246	Carter Community School	Paul Mitchell	Poole (Rossmore)

No.	School Name	SGO Name	SGO Region
247	Our Lady's RC Sports College	Paul Schofield,	Our Lady's (Manchester)
248	Abraham Moss Community School	Paul Schofield,	Our Lady's (Manchester)
249	St Bede's Roman Catholic Voluntary Aided Primary School	Paul Woodall,	Blyth and Bedlington (Ashington II)
250	St Benet Biscop Catholic Voluntary Aided High School	Paul Woodall,	Blyth and Bedlington (Ashington II)
251	Swanwick Hall School	Phil Basterfield,	Swanwick Hall
252	Heanor Gate Science College	Phil Basterfield,	Swanwick Hall
253	Vaughan Primary School	Rachel Bowerman (Robert Hawkes)	Harrow (Harrow High)
254	Roxeth Primary School	Rachel Bowerman (Robert Hawkes)	Harrow (Harrow High)
255	Tong High School	Rachel Hargreaves,	Tong
256	Newhall Park Primary School	Rachel Hargreaves,	Tong
257	Shardlow Primary School	Rhian Lilley,	Kirk Hallam
258	Firfield Primary School	Rhian Lilley,	Kirk Hallam
259	Greenfield Primary School	Rosa Wakeham (Alex Clealand)	Sheffield
260	Walsall Wood School	Rosa Wakeham (Alex Clealand)	Sheffield
261	John Wycliffe Primary School	Ruth Mann,	Countesthorpe
262	Dunton Bassett Primary School	Ruth Mann,	Countesthorpe
263	Hollinswood Primary School	Sally Harris,	Madeley Academy
264	Windmill Primary School	Sally Harris,	Madeley Academy
265	Our Lady Immaculate Catholic Primary School	Sandra Blenkinsop,	Chessington (Kingston)
266	St Andrew's and St Mark's CofE Junior School	Sandra Blenkinsop,	Chessington (Kingston)
267	Nailsea School	Shane German,	Wyvern
268	Wrighton Church of England Primary School	Shane German,	Wyvern
269	Lady E Hastings CofE Primary School	Shaun Mulhern,	Boston Spa
270	Allerton Bywater Primary School	Shaun Mulhern,	Boston Spa
271	Joseph Whitaker School	Simon Mitchell,	Joseph Whitaker
272	Edwinstowe CofE Primary School	Simon Mitchell,	Joseph Whitaker
273	St Bridget's CofE School	Sonia Dryden,	Copeland
274	St Begh's Catholic Junior School	Sonia Dryden,	Copeland
275	Chapel Haddlesey Church of England Voluntary Controlled Primary School	Stacey Howard,	Barlby
276	Hemingbrough Community Primary School	Stacey Howard,	Barlby
277	St Mary's Catholic School	Steve Beharall (Ian Kendall)	Benfield (Benfield II, Newcastle)
278	William Read Primary School	Steve Bish,	Castlepoint and Roachford (Deanes)
279	Castle View School	Steve Bish,	Castlepoint and Roachford (Deanes)
280	Oaklands Primary School	Steve Gass,	South Somerset (King Alfred)
281	Huish Primary School	Steve Gass,	South Somerset (King Alfred)
282	St Thomas' Leesfield CofE Primary School	Steve Tyrrell,	Waterhead Academy
283	Waterhead Academy	Steve Tyrrell,	Waterhead Academy
284	Grantham Preparatory School	Terry Plumb,	Central Technology
285	The Isaac Newton Primary School	Terry Plumb,	Central Technology
286	Whitley Abbey Primary School	Tim Openshaw,	Lyng Hall

No.	School Name	SGO Name	SGO Region
287	Manor Park Primary School	Tim Openshaw,	Lyng Hall
288	St Peter's Primary School	Tom Hilson,	St Andrews
289	St Thomas of Canterbury Catholic Primary School	Tony Harris,	Carisbrooke
290	Hunnyhill Primary School	Tony Harris,	Carisbrooke
291	Aston Fields Middle School	Tracey Freer,	Chadsgrove
292	Meadows First School	Tracey Freer,	Chadsgrove
293	The Thomas Aveling School	Victoria Bell,	Greenacre
294	Trinity School	Victoria Bell,	Greenacre
295	Whittington Primary School	Victoria Wilkes,	Erasmus Darwin (Chasetown)
296	St Michael's CofE (C) Primary School	Victoria Wilkes,	Erasmus Darwin (Chasetown)
297	Hardwick Primary School	Will Evans,	Derby Moor
298	Derby Moor Community Sports College	Will Evans,	Derby Moor
299	Great Finborough Church of England Voluntary Controlled Primary School	William Hopkin-jones,	Stowmarket
300	Thurston Community College	William Hopkin-jones,	Stowmarket
301	Endon High School	Zoe Harp,	Biddulph
302	Moorside High School	Zoe Harp,	Biddulph

Appendix 2: The validation pro-forma



SIRC Validation Form

**SCHOOL GAMES MARK AWARD 2014**

School Name:

Type of School (please tick one):

Primary school with KS2 of less than 120 pupils	<input type="checkbox"/>
Primary school with KS2 of 121 pupils or more	<input type="checkbox"/>
Secondary school of up to 500 pupils	<input type="checkbox"/>
Secondary school 501 pupils or more	<input type="checkbox"/>
FE institution	<input type="checkbox"/>
Special school	<input type="checkbox"/>

Number of pupils at the school:

- The Sainsbury's School Games Mark rewards schools for their commitment to and development of competition, school sport and physical education. The following criteria helps to assess if a school is of a Bronze, Silver or Gold standard.
- In order to achieve any level, all schools must meet the 5 prerequisites. Evidence is required for every criterion.
- In each case, please tick or circle the appropriate answer.

## Mark prerequisites

### Participation

1.	The school has a system in place to track young people's participation in the Sainsbury's School Games.	Yes	
		No	
Detail any evidence to support this:			

2.	The school can provide clear evidence of having opportunities that attract less-active young people to participate in physical activity.	Yes	
		No	
Detail any evidence to support this:			

### Competition

3.	The school can provide evidence of holding a School Games Day which was a culmination of a year round competition programme.	Yes	
		No	
Detail any evidence to support this:			

4.	The school can provide evidence of a calendar of competition demonstrating opportunities for young people with SEN (Special Educational Needs) to take part in competitions.	Yes	
		No	
		N/A (no SEN or disabled students attend the school)	
Detail any evidence to support this:			

5.	The school has a notice board promoting School Games activity ( <b>must be branded with School Games paraphernalia</b> ).	Yes	
		No	
Detail any evidence to support this:			

## Mark criteria

### Participation

1.	Provision of PE and school sport per week.	<i>Bronze: aspiration to provide 2 hours of PE to all students.</i>	
		<i>Silver: provide all students with 2 hours of PE and school sport (made up of curricular &amp; extra-curricular).</i>	
		<i>Gold: provide all students with 2 hours of PE (curriculum alone).</i>	
Detail any evidence to support this:			

2.	Engage students in extra-curricular sporting activity every week.	<i>Bronze: engage at least 20% of students (5% for special schools).</i>	
		<i>Silver: engage at least 35% of students (10% for special schools).</i>	
		<i>Gold: engage at least 50% of students (20% for special schools).</i>	
Detail any evidence to support this:			
Formula (if required):			
<p>A. Identify the number of spaces 'taken up' i.e. the number of young people who actually participate in extra-curricular activity per session in an average week.</p> <p>B. Identify the total number of young people in the school in years 3-11.</p> <p>C. To calculate the percentage, divide figure A by figure B and then multiply by 100.</p>			

### The provision of support for talented young sports people

3.	<b>Gold requirement only.</b> Offer talented young sports people specific support.	<i>Gold for <b>primary</b> schools: Offer talented young sports people specific support to help them <b>to develop their sporting potential.</b></i>	
		<i>Gold for <b>secondary</b> schools: Offer talented young sports people specific support to help them <b>balance their sporting commitments with school and home life.</b></i>	
Detail any evidence to support this:			

### Competition

4.	Use the Sainsbury's School Games formats to provide the opportunity for both boys and girls to take part in the appropriate level of competition ( <b>boys only or girls only for single sex schools</b> ).  *can include mixed gender teams.	School Type	Gold		Silver		Bronze	
			Level 1	Level 2	Level 1	Level 2	Level 1	Level 2
		Primary school with KS2 of less than 120 pupils	6 sports	6 sports*	4 Sports	4 Sports*	3 Sports	2 Sports*
		Primary school with KS2 of 121 pupils or more	9 sports	9 sports	6 Sports	6 Sports	5 Sports	4 Sports
		Secondary school of up to 500 pupils	9 sports	9 sports	7 Sports	6 Sports	6 Sports	4 Sports
		Secondary school 501 pupils or more	11 sports	11 sports	9 Sports	7 Sports	8 Sports	6 Sports
		FE institution	10 sports	10 sports	8 Sports	6 Sports	6 Sports	4 Sports
		Special school	4 sports	3 sports	3 Sports	2 Sports	2 Sports	2 Sports



Detail any evidence to support this:

5.	Use the Sainsbury's School Games formats to provide the opportunity through inter-school competition (Level 2) for both boys and girls to take part in B and C team standard competition ( <b>boys only or girls only for single sex schools</b> ).	School Type	Gold		Silver		Bronze	
			B teams	C teams	B teams	C teams	B teams	C teams
		Primary school with KS2 of less than 120 pupils	1 sport	N/A	1 Sport	N/A	N/A	N/A
		Primary school with KS2 of 121 pupils or more	4 sports	1 sport	2 Sports	N/A	N/A	N/A
		Secondary school of up to 500 pupils	4 sports	2 sports	2 Sports	N/A	N/A	N/A
		Secondary school 501 pupils or more	5 sports	2 sports	2 Sports	N/A	N/A	N/A
		FE institution	4 sports	2 sports	3 Sports	N/A	N/A	N/A
		Special school	1 sport	N/A	N/A	N/A	N/A	N/A

Detail any evidence to support this:

6.	<b>Gold and Silver requirement only.</b> Promote the Sainsbury's School Games to parents and the local community.	<i>Silver: at least once every half term.</i>	
		<i>Gold: once a fortnight.</i>	

Detail any evidence to support this:

7.	<b>Gold and Silver requirement only.</b> Regularly feature match reports and competition results on the school website and in the local press.	Yes	
		No	

Detail any evidence to support this:

### Workforce

8.	Engage students in leading, managing and officiating Sainsbury's School Games activity.	<i>Bronze: engage at least 5% of students.</i>	
		<i>Silver: engage at least 10% of students.</i>	
		<i>Gold: engage at least 20% of students.</i>	

Detail any evidence to support this:

Formula (if required):

- A. Identify the number of young people actively engaged in Leading, Managing and Officiating in the school (years 3-13 only).
- B. Identify the number of young people in the school (years 3-13 only).
- C. Divide figure A by figure B then multiply by 100.

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9.	<b>Gold and Silver requirement only.</b> Engage students in planning and organising Sainsbury's School Games activity.	<i>Silver: engage students in planning and development of Sainsbury's School Games activity.</i>	
		<i>Gold: have a School Sport Organising Committee or Crew in place.</i>	
Detail any evidence to support this:			

10.	<b>Gold and Silver requirement only.</b> Utilise sports coaches to support school sport.	Yes	
		No	
Detail any evidence to support this:			

11.	<b>Gold requirement only.</b> Train wider school staff to support school sport.	Yes	
		No	
Detail any evidence to support this:			

**Clubs**

12.	<b>Gold and Silver requirement only.</b> Have active links with local sports clubs.	<i>Silver: have active links with at least 3 local sports clubs (1 club for special schools).</i>	
		<i>Gold: have active links with at least 6 local sports clubs (2 clubs for special schools).</i>	
Detail any evidence to support this:			









## Appendix 4: Reasons for 'failure' at higher levels of award

### Primary schools awarded Bronze (N = 69)

School Games Mark Award Criteria	Primary Schools passing at Silver			Primary Schools passing at Gold	
	No.	%		No.	%
6. Provision of two hours PE and school sport to all pupils per week.	61	88%		53	77%
7. Engaging pupils in extracurricular sporting activity every week	55	80%		36	52%
8. Can provide evidence of provision of support for talented young sports people.	N/A			35	51%
9. Provides approved School Games competition at Level 1	57	83%		31	45%
10. Provides approved School Games competition at Level 2	51	74%		30	43%
11. Provides approved School Games Level two competitions for B teams and C teams	30	43%		22	32%
12. Promote the School Games to parents and the local community as specified.	48	70%		24	35%
13. Results of competitions and match reports are featured on the school website / local press.	39	57%		37	54%
14. Engages students in leading, managing and officiating in School Games activity.	45	65%		18	26%
15. Can provide evidence of how students have been engaged in planning and developing School Games activity.	39	57%		14	20%
16. Is utilising sports coaches to support school sport activity.	68	99%		63	91%
17. Can provide evidence of training wider school staff to support school sport activity.	N/A			61	88%
18. Can evidence active links with a number of local sports club (as specified).	46	67%		14	20%

### Secondary schools awarded Bronze (N = 26)

School Games Mark Award Criteria	Secondary Schools also passing at Silver			Secondary Schools also passing at Gold	
	No.	%		No.	%
6. Provision of two hours PE and school sport to all pupils per week.	15	58%		11	42%
7. Engaging pupils in extracurricular sporting activity every week	9	35%		4	15%
8. Can provide evidence of provision of support for talented young sports people.	N/A			18	69%
9. Provides approved School Games competition at Level 1	19	73%		13	50%
10. Provides approved School Games competition at Level 2	19	73%		13	50%
11. Provides approved School Games Level two competitions for B teams and C teams	17	65%		5	19%
12. Promote the School Games to parents and the local community as specified.	22	85%		12	46%
13. Results of competitions and match reports are featured on the school website / local press.	16	62%		15	58%
14. Engages students in leading, managing and officiating in School Games activity.	11	42%		4	15%
15. Can provide evidence of how students have been engaged in planning and developing School Games activity.	22	85%		11	42%
16. Is utilising sports coaches to support school sport activity.	25	96%		25	96%
17. Can provide evidence of training wider school staff to support school sport activity.	N/A			20	77%
18. Can evidence active links with a number of local sports club (as specified).	22	85%		16	62%

## Appendix 5: Changes in SGO Output indicators

Table 12 - Change in SGO Output Indicators, 2012-13 to 2013-14

LOC	Eligible Schools	Registered			Applications			Success			Engagement		
		n	%	r	n	%	r	n	%	r	n	%	r
Bedfordshire	-1	9	3%	7	26	9%	0	36	7%	-1	0	0%	11
Berkshire	11	24	4%	9	3	0%	18	6	9%	12	-1	-13%	16
Birmingham	7	66	14%	4	42	10%	6	43	9%	17	0	0%	7
Black Country	4	78	16%	-1	44	10%	7	49	20%	-13	2	18%	3
Bucks. & Milton Keynes	-2	48	16%	-4	39	11%	8	42	10%	0	2	21%	18
Cambs. & Peterborough	5	22	6%	5	43	13%	2	50	22%	-16	3	60%	-12
Cheshire & Warrington	4	49	10%	16	67	16%	-1	69	5%	18	3	38%	7
Cornwall	-2	97	34%	-34	67	16%	3	76	22%	-36	3	75%	-15
Coventry, Solihull & Warks.	6	43	8%	11	28	6%	5	24	-2%	37	1	13%	13
Cumbria	-2	81	26%	-27	43	13%	0	46	20%	-29	2	33%	-3
Derbyshire	-5	110	24%	-11	143	30%	-26	148	24%	-26	7	70%	-26
Devon	5	71	12%	2	75	15%	2	85	15%	-18	3	38%	7
Dorset	-8	29	12%	7	18	6%	16	19	5%	20	1	17%	14
Durham	3	21	7%	0	53	18%	1	56	7%	11	2	33%	-1
Essex	-3	100	16%	-4	167	25%	-17	172	15%	-3	9	64%	-13
Gloucestershire	1	41	13%	7	30	10%	7	29	0%	20	1	20%	15
Greater Manchester	-1	153	13%	4	164	14%	1	178	11%	-1	9	43%	4
Hampshire & IoW	11	86	11%	0	35	2%	24	49	12%	10	3	20%	21
Herefordshire	-1	48	43%	-8	16	11%	4	17	20%	-32	2	100%	-40
Hertfordshire	1	41	8%	16	66	14%	4	69	8%	24	5	42%	2
Humber	2	44	11%	0	68	16%	1	78	15%	-10	3	43%	4
Kent	-2	95	13%	5	64	7%	16	79	12%	-5	7	43%	-2
Lancashire	-4	128	16%	-2	147	20%	-15	146	11%	12	6	43%	-2
Leicestershire & Rutland	1	72	16%	-3	38	7%	13	42	11%	11	2	20%	7
Lincolnshire	5	62	16%	-2	24	3%	22	34	19%	-24	2	25%	13
London	52	341	11%	4	287	11%	9	306	11%	12	13	23%	9
Merseyside	-3	58	10%	3	60	9%	12	71	11%	-4	6	43%	4
Norfolk	2	101	24%	-14	57	14%	0	57	14%	1	4	50%	-12
North Yorkshire	-5	109	24%	-23	113	24%	-14	118	17%	-19	5	50%	-12
Northamptonshire	-6	47	15%	1	27	6%	13	29	7%	24	2	40%	2
Northumberland	-5	13	9%	5	40	23%	-10	37	-2%	37	4	67%	-17
Nottinghamshire	-1	40	9%	8	67	18%	-7	65	15%	5	3	33%	-3
Oxfordshire	6	14	3%	15	70	24%	-13	75	18%	-3	2	40%	4
Shropshire, Telford Wrekin	-5	42	17%	-4	65	29%	-24	65	0%	0	3	50%	-6
Somerset	-9	32	13%	6	60	25%	-22	63	43%	-40	2	50%	-12
South Yorkshire	1	91	18%	-4	74	14%	-1	77	19%	1	4	40%	-5
Staffordshire	2	72	14%	5	78	14%	2	80	7%	22	3	30%	12
Suffolk	-5	43	12%	10	59	19%	-12	60	11%	4	4	50%	-9
Surrey	10	64	13%	5	76	18%	-1	94	30%	-24	3	50%	-2
Sussex	4	109	17%	-6	132	24%	-12	134	6%	2	4	44%	4
Tees Valley	0	29	10%	1	85	30%	-17	86	8%	2	5	71%	-10
Tyne & Wear	2	51	11%	5	55	14%	2	55	2%	6	2	18%	4
West of England	5	80	18%	0	49	12%	3	52	14%	-5	2	25%	7
West Yorkshire	13	116	11%	9	136	16%	-6	132	8%	24	8	44%	-11
Wiltshire	4	21	5%	24	27	9%	9	29	11%	14	2	40%	2
Worcestershire	-5	41	17%	-6	17	3%	19	23	13%	-7	2	33%	11
<b>Total</b>	<b>93</b>	<b>3,132</b>	<b>13%</b>	<b>0</b>	<b>3,145</b>	<b>14%</b>	<b>0</b>	<b>3,350</b>	<b>12%</b>	<b>0</b>	<b>0</b>	<b>0%</b>	<b>0</b>

Table 13 -Output Indicator Change Correlation Matrix

Indicator	Registered	Applications	Success	Engagement
<b>Registered</b>		0.13	0.57	0.36
<b>Applications</b>	0.13		0.19	0.60
<b>Success</b>	0.57	0.19		0.42
<b>Engagement</b>	0.36	0.60	0.42	



# Sheffield Hallam University

*School Games Mark Validation : Final Report : Year 3 (2013-14)*

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