wiltshire and swindon sport | Primary Sports Premium
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Rik Grover is the lead Sports Consultant for the Primary Sports Premium at Wiltshire and Swindon Sport.

His role is to provide support and advice to Primary Schools and to help them improve the quality of the PE and sport activities they offer their pupils.

Rik is working with and co-ordinating all the partners involved in providing Primary School sport in the county and is instrumental in organising courses and training for teachers and private coaching providers. The aim is to encourage a cohesive approach to sports provision in Primary Schools.

Rik has been with WASP for over 5 years and is a qualified coach in a number of sports. During this period, he has worked very closely with a large number of schools, both Primary and Secondary, with regard to the delivery and organisation of activities and School Games support. He is also responsible for First Aid and Health and Safety training and compliance for WASP.

Rik also has responsibility for supporting a number of National Governing Bodies of Sport with their delivery plans throughout the county. He also leads on the Department of Education’s Leadership and Volunteering Apprenticeship scheme – operated under auspices of the School Games.

This brochure has been compiled so that you have one comprehensive reference point for how to make the most of your Primary Sport Premium.
Section 2

Overview of the Primary Sports Premium

- This funding provided by Government is for maintained schools and academies to “improve the provision of PE and sport for the benefit of pupils so that they develop healthy lifestyles.”

- It is funding is provided jointly by the Departments for Education, Health and Culture, Media and Sport and is allocated to Primary School Head Teachers.

- The funding is ring-fenced and can only be spent on provision of PE and sport in schools.

- Maintained schools and academies must publish on their website information about their use of the PE and Sport Premium. Schools should publish the amount of grant received; how it has been spent (or will be spent) and what impact the school has seen on pupils’ PE and sport participation and attainment as a result.

- Schools are now required to include details of their PE and sport provision on their website, alongside details of their broader curriculum, so that parents can compare sports provision between schools.

Key links:

Section 3

Purpose of the Primary Sports Premium

Schools are required to use the additional funding on improving their provision of PE and sport, but they will have the freedom to choose how they do this.

Possible uses:

- Hiring specialist PE teachers, qualified sports coaches or utilising Apprentices to support particular areas of development or work with teachers in PE lessons.

- Supporting and engaging the least active children through new/additional Change4Life clubs.

- Paying for professional development opportunities for teachers in PE and sport.

- Providing cover to release primary teachers for professional development in PE and sport.

- Running sport competitions, or increasing pupils’ participation in the School Games.

- Buying quality assured professional development modules or materials for PE and sport.

- Providing places for pupils on after-school sports clubs and holiday clubs.

- Pooling the additional funding with that of other local schools.

- Using tools and surveys (e.g. ‘Me & My Lifestyle’ or ‘SHEU’) to identify possible pupil interests and current activity levels.

Key links:

www.wiltssport.org.uk
www.education.gov.uk/schools/adminandfinance/financialmanagement/primary
www.gov.uk/pe-and-sport-premium-for-primary-schools
www.meandmylifestyle.co.uk
www.sheu.org.uk/surveys/hrbqprimary.htm

For further Ideas for utilising the Primary School PE and Sport Premium, please see Table A on page 8.
Inspection guidance

The Handbook describes the main activities undertaken by Inspectors conducting inspections of schools in England under section 5 of the Education Act 2005 (as amended) from September 2014. It also sets out the judgements that inspectors will make and on which they will report.

This Handbook now forms the single key resource for the inspection of schools under section 5, except for the additional detailed guidance on safeguarding provided in ‘Inspecting safeguarding in maintained schools and academies’.

The Handbook has two parts;

1. **How schools will be inspected**
   - This contains instructions and guidance for inspectors on the preparation for and conduct of school inspections.

2. **The evaluation schedule**
   - This contains guidance for inspectors on judging the quality of education provided by the schools they inspect, and provides an indication of the main types of evidence they collect and analyse.

**Key link:**

www.ofsted.gov.uk/resources/school-inspection-handbook

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Section 4

Current Inspection Guidance and possible utilisation ideas

Effective use of the funding will form part of Ofsted’s inspection of the quality of the school’s leadership and management.

Evidence will be gathered in the usual ways from meetings, observations and discussions although information published on the school website may also be included.

The funding should be used to improve the quality and breadth of PE and sport provision for pupils. This will result in pupils’ increased participation, the development of healthy lifestyles and pupils achieving their best possible performance levels.

Documents ‘An Ofsted review of PE in schools 2008-12’ and ‘Inspecting primary school PE and school sport: new funding - Briefing for section 5 inspection’ are useful for suggesting possible areas for funding prioritisation.

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Documents ‘An Ofsted review of PE in schools 2008-12’ and ‘Inspecting primary school PE and school sport: new funding - Briefing for section 5 inspection’ are useful for suggesting possible areas for funding prioritisation.
PE and sport is mentioned directly in two sections and the grade descriptors:

1. **Achievement of pupils at the school**
   Inspectors must take account of the learning and progress across year groups and different groups of pupils currently on the roll of the school. In primary schools, how increasing participation in PE and sport is helping all pupils develop healthy lifestyles and reach the performance levels they are capable of.

2. **Quality of leadership in, and management of, the school**
   Inspectors should consider how effectively the school uses the Primary School PE and Sport Premium to improve the quality and breadth of PE and sport provision, including increasing participation in PE and sport so that all pupils develop healthy lifestyles and reach the performance levels they are capable of. The effectiveness must be recorded and coded on an evidence form, and summarised in the inspection report.

**Grade Descriptors in Leadership and Management of the School**

**Outstanding (1)**
The school’s curriculum promotes and sustains a thirst for knowledge and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence.

**Good (2)**
The school’s curriculum encourages a thirst for knowledge and a love of learning. It covers a range of subjects and provides opportunities for academic, technical and sporting excellence and contributes well to pupils’ academic achievement, their physical well-being and their spiritual, moral, social and cultural development. It promotes positive behaviour and a good understanding of safety matters.

**Requires improvement (3)**
Leadership and/or management require improvement because they are not good but are demonstrating the capacity to secure improvement in the school.

**Inadequate (4)**
School is not complying with requirements. Pupils’ achievement, physical well-being and enjoyment of learning are significantly impaired.

**Key links:**
- www.ofsted.gov.uk/resources/school-inspection-handbook
- www.ofsted.gov.uk/resources/beyond-2012-outstanding-physical-education-for-all

**Inspecting Primary School PE and School Sport: new funding – briefing for section 5 inspection**

As well as providing a summary of the funding requirements, this document includes examples of the effective use of PE and sport premium. Table A (page 8) includes a number of these ideas, and some from the Ofsted review, which schools could consider when deciding how best to utilise their funding.

Spiritual, moral, social and cultural (SMSC) development is now referenced throughout Ofsted’s School Inspection Handbook.

It is almost as important to a school’s inspection as the curriculum.

An ‘outstanding’ school will have a ‘thoughtful and wide-ranging promotion of pupils’ spiritual, moral, social and cultural development’; an ‘inadequate’ school will have ‘serious weaknesses in the overall promotion of pupils’ spiritual, moral, social and cultural development.

**Key link:**
- www.doingsmsc.org.uk
### Table A: Ideas for utilising the Primary School PE and Sport Premium

<table>
<thead>
<tr>
<th>Area of development</th>
<th>Examples</th>
<th>Your notes</th>
</tr>
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<tbody>
<tr>
<td><strong>Subject leadership</strong></td>
<td>• Enhanced teacher allowance to lead improvements  &lt;br&gt; • Quality assuring any external staff used in curriculum or extra-curricular activities  &lt;br&gt; • Developing and reviewing aspects of the PE curriculum (e.g. curriculum content or assessment procedures)</td>
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<tr>
<td><strong>Staff development</strong></td>
<td>• Use of internal effective teachers to lead staff training  &lt;br&gt; • Employing specialists to work alongside staff to build subject knowledge and competency  &lt;br&gt; • Providing additional capacity/support through the use of Sport Apprentices or similar  &lt;br&gt; • Providing cover for staff to attend CPD opportunities  &lt;br&gt; • Procuring school based professional training for staff to improve confidence and competence  &lt;br&gt; • Providing training and payment for midday supervisors to introduce playground games</td>
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<td><strong>Networks and pooling resources</strong></td>
<td>• Employing a specialist teacher/coach to work across a cluster of schools in curriculum or after-school time  &lt;br&gt; • Establishing new, strong, sustainable partnerships with local community sports clubs</td>
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<tr>
<td><strong>Target groups</strong></td>
<td>• Using survey tools (e.g. Me &amp; My Lifestyle or SHEU) to identify target groups and their interests  &lt;br&gt; • Using internal/external staff to lead clubs for specialist groups (e.g. SEN pupils)  &lt;br&gt; • Providing pupil places in after-school/holiday sport clubs  &lt;br&gt; • Engaging the least active pupils in after-school clubs (e.g. ‘Change4Life’ clubs)  &lt;br&gt; • Providing gifted and talented pupils with expert, intensive coaching and support  &lt;br&gt; • Paying for transport, pool hire and instruction for additional swimming lessons (Yr 6 non or weak swimmers)</td>
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<tr>
<td><strong>Competition</strong></td>
<td>• Paying internal/external staff to run competitions or support participation in centrally run events. Creating a ‘house system’ or intra-competition opportunities to encourage regular pupil involvement</td>
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<tr>
<td><strong>New initiatives, sports or ideas</strong></td>
<td>• Introducing basic movement skills in the Early Years Foundation Stage  &lt;br&gt; • Developing young sports leaders in Key Stage 2  &lt;br&gt; • Purchasing specialist equipment and teaching resources to develop a non-traditional activity (e.g. rhythmic gymnastics or competitive cycling)  &lt;br&gt; • Providing extra, additional activities (e.g. outdoor and adventurous activities)</td>
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Section 5

Ofsted Local Reports and National Surveys

Local Ofsted Reports and Recommendations

Recent Ofsted reports have included comments regarding the use of the Primary School PE and Sport Premium.

The majority of comments included;

a. whether a plan is present and being implemented

b. some specific examples of current or expected spending areas including target groups, activities or use of external staff

c. plans or procedures for monitoring impact/use of spending (e.g. Governors involvement)

One Head Teacher reported that their inspection included questions on their use/intended use of the funding and the anticipated impact on pupil outcomes. The Inspector spoke directly to pupils about what they did, what opportunities were available and whether they had an opportunity to voice their opinion on activities.

Excerpts from a sample of Wiltshire and Swindon Primary School Ofsted reports:

School A – Leadership and Management rated ‘Outstanding’ (1):
The school is using additional government sports funding to provide a specialist sports coach and specialist physical education teacher to increase teachers’ subject knowledge in teaching physical education. It is also using it to train lunchtime supervisors to introduce and play games with pupils. The school’s research indicates that pupils are enjoying lessons even more and that it is leading to a greater participation in local competitive sport.

School B - Leadership and Management rated ‘Good’ (2):
The school uses its sport funding allocation effectively to provide pupils with the chance to experience different sports and enter local competitions. Local sports coaches work alongside staff to help develop teachers’ knowledge and experience. Funding also provides additional resources and activities run by coaches at lunchtime.

School C – Leadership and Management rated ‘Requires Improvement’ (3):
Plans are in place to use the new primary physical education fund to develop more competitive opportunities for pupils and the uptake by pupils for new sports clubs has been high.

School D – Leadership and Management rated ‘Inadequate’ (4):
The school was unable to provide information on how it was proposing to spend and measure the impact of the new primary school sport funding.

Key link:
www.ofsted.gov.uk/inspection-reports/find-inspection-report
Ofsted - Year 1 Survey results

Ofsted have just released the findings from Her Majesty’s Chief Inspector (HMCI) commissioned survey to identify and share good practice and review the impact of sports premium after the first year.

As a result of the funding, pupils in the schools visited were generally being provided with better quality PE teaching. Most of the head teachers of the schools visited commented on a lack of clear guidance on how the new funding should be spent when it was first allocated.

Strategic planning was considered generally poor. Monitoring and evaluation of the impact of actions to improve the provision of PE and sports was not rigorous enough. For example, too often, teachers’ professional development was not planned thoroughly. Additionally, there were often no means of evaluating the impact of actions taken to improve teachers’ effectiveness in teaching PE.

A few schools had used a small part of the funding to promote pupils’ health and well-being, including providing help for those pupils who were overweight or obese. Overall, this was not done well enough in the majority. This is an area where head teachers feel that more guidance and support would be helpful.

In a small minority of the schools, the new funding was not being used well enough to provide new activities.

In some, for example, the premium was being used to pay for swimming lessons even though schools already have money provided to teach pupils to swim.

Key findings:

• Common weaknesses were that plans lacked clear targets for improvement and did not show how senior leaders would measure the impact of new funding on improving PE and sports provision.

• Most schools employed specialist teachers or sports coaches to help improve the effectiveness of class teachers and teaching assistants in teaching PE. These specialists also sought to increase pupils’ participation in sport and physical activity. In all of the schools visited, new appointees were carefully selected, often following advice from the local authority or the local secondary schools, and their performance was routinely monitored.

• Professional development was generally less effective where staff training consisted of simply observing specialists with no opportunities to teach or coach alongside them or improve their skills through other means.

• Many head teachers were using new funding to promote wider links with a range of local sports clubs. They saw this as a sustainable way of improving the participation and performance of all pupils, including those with disabilities, pupils with special educational needs and the most able.

• Very few schools were using their funding to improve pupils’ health and wellbeing, especially those known to be overweight or obese.

Ofsted Recommendations

Schools should:

• Ensure that their strategic plans for using the new funding include clear, measurable targets for improvement

• Clearly show how school leaders will evaluate the impact that the premium is having on improving PE and sports provision

• Regularly monitor the work of specialist PE teachers and sports coaches to ensure that their teaching and coaching are consistently good

• Ensure that the professional development of staff is systematically planned and tailored to the individual needs of teachers and classroom assistants

• Monitor the impact of professional development to ensure a lasting legacy of consistently good teaching of PE
• Identify ‘non-participants’ in extra-curricular sport and provide additional activities to encourage their immediate and longer-term participation in sport and physical activity

• Introduce activities specifically aimed at enabling their most able pupils to achieve high standards in PE and sport

• Forge links with a wider range of external sports clubs to achieve sustainable ways of engaging all pupils in physical activity and sport

• Work closely with parents and carers and local health agencies to promote the health and well-being of all pupils, especially those who are overweight or obese.

**Key Findings - Spending the premium**

• Nearly all schools (99%) had started to spend the PE and sport premium allocation at the time of the survey.

• Schools were asked about the different ways they had spent their PE and sports premium. 86% of schools reported using the premium to up skill and train existing staff. Changes reported by more than two thirds of schools included buying new equipment (76%), providing more extra-curricular activities (74%), and employing a new sports coach (67%).

**Changes to curricular and extra-curricular PE & sport staffing**

• 70% of schools reported making changes to who delivered curricular PE lessons as a result of the funding.

• Of those who had made changes to their curricular PE staffing, the use of external sport coaches had increased from 37% to 82% of schools, and the use of specialist PE teachers had increased from 22% to 54% of schools. The use of School Sport Partnerships Co-ordinators had also increased from 9% to 29% of schools.

• 64% of schools reported making changes to who delivered their extra-curricular PE and sport as a result of the premium. Of those who had, the use of external sport coaches had increased from 56% to 91% of schools; and the use of specialist PE teachers from 26% to 47% of schools.

**Changes to PE and sport provision**

• The vast majority of schools (91%) reported that due to the funding there had been an increase in the quality of PE teaching, with 9% reporting it had stayed the same.

• Other changes to PE and sport in the first year of the funding included an increase in the range of equipment (79%), and an improvement in the quality of equipment (73%).

• 67% of schools reported offering a wider range of sports during curricular time whilst 77% reported doing so during extra-curricular time. On average an additional three sports were offered in both curricular and extra-curricular time compared to the year prior to the premium.

• Smaller schools and those with a higher proportion of pupils eligible for free school meals (FSM) were more likely to report improvements in the quality and availability of facilities. Around half of small schools (52%) reported an increase in the facilities available to them, compared to 40% of large schools. Similarly, 51% of schools with the highest proportion of FSM pupils reported an increase in the facilities available, compared to 39% of schools with the lowest proportion of FSM pupils.

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PE and Sport premium: Primary School Survey conducted by National Centre for Social Research September 2014

**Introduction**

Research was commissioned by DoE to conduct two surveys of primary school head teachers and senior managers, to examine how the PE and sports premium is being used in schools in England and the perceived impacts of the fund on PE and sports provision. The research brief presents the key findings from the first school survey, focusing on changes and perceived impacts of the fund as reported by school based staff.
Changes to PE and Sport engagement

- 84% of schools reported that there had been an increase in pupil engagement in PE during curricular time; this was more likely amongst schools with higher levels of pupils eligible for free school meals (FSM). Similarly, 83% of schools reported an increase in the levels of participation in extra-curricular activities.

- 79% of responding teachers thought that the premium had increased participation for all children. Particular groups of pupils were also mentioned in relation to this increased participation, including those less engaged/least active (38%), disadvantaged children (35%), and children with SEN (30%). Around a fifth of schools reported an increase in participation particularly amongst girls.

- Around half of schools (51%) had increased participation in intra-schools competitions, and 63% reported an increase in inter-school competitions.

- 35% of schools made changes to the costs of extra-curricular PE and sports – a third of these reduced the costs to attend (33%), and a fifth made some clubs free to attend (21%).

- There was no change in the average time pupils spent in curricular PE – this was two hours in both 2012/13 and 2013/14. However, further analysis showed a significant increase in average time pupils spent in curricular PE of 13 minutes, from 109 to 122 minutes for all schools. This was driven by increases in schools that had previously provided less than two hours PE time in 2012/13. In these schools PE time increased by an average of 25 minutes in 2013/14 (from 80 minutes in 2012/13 to 105 minutes in 2013/14). Annex A provides further details on this breakdown.

Plans to use the 2014/15 PE and sport premium

- The majority of schools (70%) said they had already started planning how they were going to use the second year of PE and sport premium funding. A minority (14%) reported that they had already committed to spending some of the second year’s funding. 16% of schools had not got to the stage of planning how to use next year’s funding yet.

Perceived impacts of the premium

- Overall, perceptions about the impact of the premium on pupils were positive.

- Around a third of schools felt that the premium had a big positive impact on behaviour - including confidence (35%); a healthier lifestyle (33%) and physical fitness (26%). There was less of a perceived big impact on improvements in other academic subjects (9%).

- Approximately two thirds of schools felt that there had been ‘a little’ impact on the above behaviours, however a quarter (25%) felt that there had been no impact at all on improvements in other academic subjects.

- Schools with the lowest levels of FSM eligibility were less likely to report that there had been an impact on pupils’ behaviour compared to schools with higher levels of FSM eligibility.
It is important to note that this report uses survey methodology to examine any perceived impacts of the fund as reported by school-based staff. It was not able to provide a robust assessment of impact as there were no control group schools available.

Full brief and further details including survey background, aims, and methodology are available via the following key links:

www.natcen.ac.uk/media/541221/pe-sport-premium-research-brief-final.pdf

Wiltshire and Swindon Sport is charged with working alongside a number of national and local organisations to support the delivery of the Primary Sports Premium funding.

These organisations have created quality marks and/or audit tools to support Primary Schools with assessing their priorities and monitoring their ongoing progress towards their chosen goals. This section will provide you with some useful information from several of our national partners.

Most require some form of subscription or payment. Several of the organisations indicate the Primary School PE and Sport Premium can be used to fund this, and the tool can subsequently help provide evidence to Ofsted.

A summary of some of the most commonly used quality marks and audit tools are shown in Table B on page 14.
Table B: Summary of some of the most commonly used quality marks and audit tools

<table>
<thead>
<tr>
<th>Product or Service</th>
<th>Summary</th>
<th>Further Details</th>
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<tr>
<td><strong>Youth Sport Trust Membership and Quality Mark</strong></td>
<td>Youth Sport Trust Primary Membership packages are designed to effectively support, and add value to, local arrangements. Membership aims to provide access to the latest national information, resources, training and events that transform PE and sport provision and impact on pupil achievement. Every Youth Sport Trust Full Primary Member school can apply for a Quality Mark. There is an associated cost for school membership.</td>
<td>Membership: <a href="http://www.youthsporttrust.org/how-we-can-help/become-a-member.aspx">www.youthsporttrust.org/how-we-can-help/become-a-member.aspx</a> Quality mark: <a href="http://www.youthsporttrust.org/how-we-can-help/become-a-member/primary-membership/quality-mark.aspx">www.youthsporttrust.org/how-we-can-help/become-a-member/primary-membership/quality-mark.aspx</a></td>
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<tr>
<td><strong>Primary School Physical Literacy Framework</strong></td>
<td>The Physical Literacy Framework provides schools with guidance on how best to structure PE and sport provision to ensure every opportunity is provided to develop the physical literacy of their pupils. The aim is to help schools consider what area of PE delivery they should be focusing on at which stage of a child’s development in order to maximise the potential to develop their physical literacy.</td>
<td><a href="http://www.youthsporttrust.org/news-media/news/2013/november/primary-school-physical-literacy-framework.aspx">www.youthsporttrust.org/news-media/news/2013/november/primary-school-physical-literacy-framework.aspx</a></td>
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<tr>
<td><strong>Self-Review Tool by the Youth Sport Trust</strong></td>
<td>9 questions that aim to help you assess your school’s provision and outcomes in PE and school sport. The questions have three possible answers ‘emerging, established or embedded’, which should help you identify your school’s priorities.</td>
<td><a href="http://www.youthsporttrust.org/how-we-can-help/primary-school-sport-funding.aspx">www.youthsporttrust.org/how-we-can-help/primary-school-sport-funding.aspx</a></td>
</tr>
<tr>
<td><strong>The Association for Physical Education Quality Mark</strong></td>
<td>The afPE Quality Mark aims to recognise the strength and quality of PE and sport. It will raise the profile of the subject and the school both locally and nationally and will promote the high quality work that is being undertaken on a day to day basis. The process involves completing an application using a self-review strategy which will be followed up by a review visit by an afPE Validator. There is an associated cost to the school.</td>
<td><a href="http://www.afpe.org.uk/professional-leadership/afpe-quality-mark-for-pe-a-sport">www.afpe.org.uk/professional-leadership/afpe-quality-mark-for-pe-a-sport</a></td>
</tr>
<tr>
<td><strong>School Games Kitemark</strong></td>
<td>The School Games Kitemark is an annual award. Schools can assess themselves against the bronze, silver and gold levels criteria. Awards recognise a schools commitment to and the on-going development of physical education, school sport and competition. The criteria are available to download from the School Games website.</td>
<td><a href="http://www.yourschoolgames.com/your_school/sainsburys-school-games-mark">www.yourschoolgames.com/your_school/sainsburys-school-games-mark</a></td>
</tr>
<tr>
<td><strong>National Society for the Prevention of Cruelty to Children (NSPCC) – Child Protection in Sport Unit</strong></td>
<td>The Primary School Partnership Check and Challenge Tool is a simple-to-use checklist that has been developed to support partners involved in providing sport activities for children in primary schools. It is intended to help ensure that young participants will be safe and looked after while involved in these activities.</td>
<td><a href="http://thecpsu.org.uk/resource-library/2013/primary-school-check-and-challenge-tool">thecpsu.org.uk/resource-library/2013/primary-school-check-and-challenge-tool</a></td>
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Association for Physical Education (afPE)

The Association for Physical Education (afPE) is the only physical education subject association in the UK.

Their purpose is to promote and maintain high standards and safe practice in all aspects and at all levels of physical education, influencing developments in physical education at national and local levels.

The Association for Physical Education (afPE) has produced the following concise guidance for head teachers and other leadership staff responsible for deploying visiting support staff with primary physical education and sport (PES).

This guidance is available on the afPE website:

www.afpe.org.uk

Other useful references from the afPE website:

afPE Quality Mark for Physical Education & Sport
Level 5/6 Vocational Qualification for School Teachers
afPE School Membership Form
afPE Guidance on the Effective use of Coaches in Schools
afPE Business Associate Membership Form

Compass Association

The Compass Association (Compass) leads as a self-regulatory trade association representing the interests of ALL providers delivering sport and physical activity in schools and the wider community including private companies, foundations, charities and the public sector.

Mission:

To improve the standards of non-teaching specialists delivering Physical Activity & Sport into schools and the wider community in the UK.

Aims & Objectives:

Compass is a ‘Not for Profit’ Organisation which aims to promote best practice and support its wider application in sport, physical activity, education, health, schools and the community by creating, implementing and administering quality benchmarking, Qualifications, Licensing & Career (CPD) frameworks with key stakeholders and our business leaders.

Aims are simple:

To be the leading authoritative voice of the industry to government, local authorities and the public at large. This will be achieved by working closely with National Organisations, Government and leading agencies to ensure that the COMPASS Association is Fit for Purpose and adheres to regulation and legislation where appropriate.
Compass Association (continued)

To protect the interests of our Members and end users by the establishment of a code of conduct that ensures our Members are recognised by a ‘Seal of Approval’.

To provide a range of value added benefits that supports Members in their day to day business.

To ensure that the Industry Sector is trustworthy, transparent and functional for all end users.

Key Link:

See more at: www.compassassociation.org.uk/compass-aims-objectives#sthash.SpEOEGAP.dpuf

English Federation of Disability Sport (EFDS)

English Federation of Disability Sport is the national body for disabled people in sport and physical activity throughout England. The charity aims to increase opportunities at all levels of participation.

EFDS work with those in the relevant sectors to provide inclusive opportunities as well as encouraging more disabled people to take part. Where there are gaps in provision, we help by delivering programmes to meet the needs of disabled people.

What’s on offer to schools?

Active kids for All Inclusive PE training

The Sainsbury’s Active Kids for All Inclusive PE training is a Paralympic legacy initiative. It provides free training and resources to teachers, trainee teachers and other school staff. The resources are designed to improve the quality of PE provision for young disabled people and pupils with special education needs in mainstream schools.

The resources and training will help develop knowledge, skills and confidence, to support you to ensure all pupils are engaged and make good progress within PE. These are essential components in outstanding teaching.

We will be working with Primary Schools to build on the resources that are available through the training and supporting website for the network.
The Child Protection in Sport Unit

The Child Protection in Sport Unit (CPSU) is a partnership between the NSPCC, Sport England, Sport Northern Ireland and Sport Wales. Their purpose is to build the capacity of sports to safeguard children and young people in and through sport and to enable sports organisations to lead the way in keeping children safe from harm.

They play a lead role in helping sports organisations to develop and implement their responses, policies and procedures, systems and structures for safeguarding.

Since 2001, they have worked with sport and statutory agencies to ensure that all children, regardless of their level of participation in sport or where they participate, have a safe and enjoyable experience.

They help organisations to:

- recognise their responsibility to protect children and young people left in their care
- recognise their responsibility to pass on any concerns about children’s welfare or protection in their families or communities to a statutory agency
- develop strategies and standards to protect children and young people
- identify and respond to adults who are a threat to children and young people
- develop safeguarding knowledge and skills among all staff and volunteers.

Key link:

www.thecpsu.org.uk
Sports Coach UK (ScUK)

The Activities and guidance young participants experience during their early years often shapes their perceptions of sport, their levels of enjoyment and their desire to be involved. Sports Coach UK has a number of workshops on offer that can provide you with the skills to maximise a child’s enjoyment of sport and physical activity.

By attending a Coaching Children and Young People Workshop, you will pick up plenty of useful, best-practice advice on adapting your coaching style to a child’s individual needs at the different stages of their development.

Courses available:

- Introduction to the FUNdamentals of Movement
- FUNdamentals of Agility
- FUNdamentals of Balance
- FUNdamentals of Coordination
- Multi-skill Clubs Practice
- Multi-Skills Inclusion

Key Link:

Minimum Standards of Deployment:

Primary School Head Teachers Web Portal:
www.sportcoachuk.org/primary-school-head-teachers-web-portal

Sports Leaders UK (SLUK)

Sports Leaders UK are working with AfPE (Association for Physical Education) on a new Physical Education and School Sport qualification specifically for primary school teachers. It looks to upskill primary teachers and higher level teaching assistants and will ensure a sustainable legacy which will impact on your students.

For more info follow this link:
www.sportsleaders.org/courses/qualifications/level-56-primary-school-physical-education-qualifications

Playmaker Award

This is an award pitched at around aged 9+ (flexible) and is a great introduction into leadership for learners. The award aims to help learners develop leadership skills such as organisation, communication and teamwork, as well as helping to develop confidence and self-esteem. There are some really good models within Energy Clubs where the older aged children are now assisting and taking on leadership roles in delivering to some of the younger aged participants. It is the first award on the leadership ladder and give the children a good grounding to potentially progress into our Young Leaders and Sports Leaders qualifications at a later date through their secondary school (we currently work with 70% of secondary schools in the UK delivering these awards and qualifications).

For more info follow this link:
www.sportsleaders.org/courses/awards/playmaker-award
Youth Sport Trust (YST)

Youth Sport Trust Primary Premium Membership packages are designed to effectively support, and add value to local arrangements. Membership will provide you with access to the latest national information, resources, training and events.

Youth Sport Trust Membership supports you to:

- Raise standards of achievement across your school
- Improve quality of teaching and learning in PE
- Enhance leadership of PE in schools and across cluster schools
- Promote effective sport and healthy active lifestyle development
- Benchmark your provision and outcomes nationally in PE, physical activity and school sport
- Share practice and learn from the best schools nationally and internationally.

The Youth Sport Trust aims to support all primary schools to make high quality PE and sport sustainable to the benefit of all young people.

By becoming a member as a cluster of schools you will receive additional discounts and free, newly developed national training for your nominated cluster co-ordinator/School Games Organiser.
Advice and Support for the PE subject Leaders:

Schools can commission tailored advice and support for their PE Subject Leader.

This could include:

- Full view of current practice
- Curriculum map / long term plan scrutiny
- Planning – National Curriculum statutory requirements and Schemes of Work
- Advice regarding the PE equipment/apparatus
- Development of an action plan
- Implementation of proposed changes
- Monitoring the teaching and learning with in PE
- Assessing the PE across the school

Key Link:

www.youthsporttrust.org/how-we-can-help/primary-school-sport-funding.aspx
www.youthsporttrust.org/about-us/sporting-start
Wiltshire and Swindon School Games

• The School Games is a unique opportunity to motivate and inspire millions of young people across the country to take part in more competitive school sport.

• The Wiltshire and Swindon School Games is part of a national programme of competitive sport that is open to all young people in every school from across Wiltshire and Swindon. It is a celebration of competitive sport that involves young people aged 5-18 years, of all abilities and backgrounds.

• Delivered locally by Wiltshire and Swindon Sport and the School Games Organisers, it gives schools the chance to boost their existing work in school sport to create a year-round calendar of competition for all students.

The Games are made up of four levels of activity: competition in schools, between schools, at county/area level and a national finals event:

• Level 1 – sporting competition for all students in school through intra-school competition

• Level 2 – individuals and teams are selected to represent their schools in local inter-school competitions

• Level 3 – the county/area will stage multi-sport Sainsbury’s School Games festivals as a culmination of year-round school sport competition

• Level 4 – the Sainsbury’s School Games finals: a national multi-sport event where the most talented young people in the UK will be selected to compete in our sporting venues.

Key contact:
Level 3 County Competition co-ordinator Alma Borthwick, Wiltshire and Swindon Sport, Senior Sports Consultant.
Mobile: 07789 501553
Email: Alma@wiltssport.org.uk

Key link:
www.wiltssport.org.uk/schools/school-games

Your School Games Organisers

School Games Organisers are situated in each School Cluster and coordinate the Level 1 & 2 sports Festivals, Competitions and Change4Life clubs in schools.

Contact details:

Mike Rose
Devizes School, Mid Wiltshire
Mobile: 07963 606247
Email: MRose@devizes.wilts.sch.uk

Selwyn Widger
Kingdown School, Warminster, West Wiltshire
Mobile: 07968 412178
Email: wg@kingdown.wilts.sch.uk

Andy Steckbeck
Lydiard Park Academy, Swindon
Mobile: 07912 988966
Email: admin@swindonssp.co.uk

Karen Moore
St Edmunds School, Salisbury
Office: 01722 328565
Email: kmoore@st-edmunds.eu

Collette Harries
Avon Valley College, Avon Valley
Office: 01980 634889
Email: collettepriestman@hotmail.com
National Governing Bodies (NGBs) Primary age group offers

Across England there are many different National Governing Bodies of sport (NGBs) who have responsibility for managing their specific sport. A considerable number of NGBs, have also developed unique programmes, equipment options and staff training courses aimed specifically at Primary Schools.

Wiltshire and Swindon Sport recognise dozens of governing bodies and support a vast number of sports in a variety of ways to help them deliver programmes that get more people playing sport.

NGB Local Offer available

Wiltshire and Swindon Sport have brought together a document with the Local NGB offer of courses and training for teacher’s information is available at: www.wiltssport.org.uk/images/documents/Primary_School_Premium_-_Teacher_Training_Courses.pdf

Key Contact:

For further information on local offers, support available, and other specific opportunities contact:

Rik@wiltssport.org.uk

Wiltshire and Swindon Sport

Mobile: 07787 298810
Office: 01380 725111
Table C: National Governing Bodies (NGBs) Sports Specific information

<table>
<thead>
<tr>
<th>NGB, programme name, local contacts and further information</th>
<th>Specialist primary resources</th>
</tr>
</thead>
</table>
| **ARCHERY GB:**  
‘**ARROWS**’ www.archerygb.org/arrows | • Equipment packs, teacher guide, activity cards, online videos. |
| **ENGLAND ATHLETICS:**  
‘**ELEVATING ATHLETICS**’ www.englandathletics.org/schools | • Teachers Education Pack, training course, lesson plans/activity cards, inclusive games, physical literacy notes, online videos, dedicated competition website academy.britishathletics.org.uk/elevating-athletics |
| **BADMINTON ENGLAND:**  
‘**BISI BADMINTON**’ www.badmintonengland.co.uk/bisiteachercourse | • Teacher course, teaching resource, festival guides, equipment. |
| **BASEBALL:**  
www.britishbaseball.org | • Easy to use teaching resources (skills and games based training cards).  
• Flight based Change for Life resources includes game related activities.  
• Age appropriate equipment packages available through partner suppliers. |
| **ENGLAND BASKETBALL:**  
‘**ALL4BALL**’ www.basketballengland.co.uk/articles/article.aspx?aid=41&pid=235 | • Resource pack, Activators award course, skill cards, player proficiency award, equipment, competitions. |
| **CRICKET:**  
‘**CHANCE TO SHINE**’ www.chancetoshine.org/schools-clubs/schools-clubs-area/resources | • Chance To Shine cards for teachers  
• National Curriculum tools, festivals and competitions, community clubs, specific guidance. |
| **BRITISH CYCLING:**  
‘**GO RIDE**’ www.britishcycling.org.uk/go-ride/article/goridest-Go-Ride-for-Schools | • Staff training, coaching aids, use of bikes/equipment, promotional materials, competition, local entry level events, registered clubs, local coaches and staff. |
| **THE FOOTBALL ASSOCIATION (FA TESCO SKILLS COACHES)** www.wiltshirefa.com/players/fa-skills-team | • Min. 6 days support, teacher and coach education, resource cards, competitions, skills centres, local coaches and association staff. |
| **FENCING:**  
www.britishfencing.com/about-fencing/gofence | • 10 session Go/Fence activity programme including competitions.  
• Equipment through British Fencing’s supplier (Leon Paul).  
• Promotional materials: electronic and hard copy posters and leaflets. |
<table>
<thead>
<tr>
<th>NGB, programme name, local contacts and further information</th>
<th>Specialist primary resources</th>
</tr>
</thead>
</table>
| **GOAL BALL:**  
• Competition Formats |
| **GOLF FOUNDATION:**  
‘TRI-GOLF’  
www.golf-foundation.org/landing.asp?section=22&sectionTitle=S闻言s | • Teacher workshops, manual including schemes, competition cards, award programme, numeracy park, inclusion cards, local club involvement, equipment, package offers. |
| **BRITISH GYMNASTICS**  
(KEY STEP COMPETITION)  
www.british-gymnastics.org/clubs/schools/teaching | • Partner schools get: CPD, access to award scheme, key step competition resource, support from local officer, toolkits, templates, use of logo, competitions, access to local initiatives, discounts, insurance. |
| **ENGLAND HANDBALL ASSOCIATION:**  
‘#BOXTHATROCKS’  
www.englandhandball.com/theboxthatrocks | • Introduction course, equipment offer, plans DVD, competition, support for club links, local officer advice and support. |
| **ENGLAND HOCKEY:**  
‘QUICKSTICKS’  
www.playquicksticks.co.uk | • Practical training or free online teachers course, curriculum booklet, challenge cards, equipment, free templates and resources, competition, local club support. |
| **LACROSSE:**  
www.englishlacrosse.co.uk | • Teaching Aids: Easy to use manuals, skill cards, lesson plans and schemes of work. Equipment: Preferential equipment purchase through partner Lacrosse distributor’s (Bishop Sports).  
• Promotional material such as DVDs and posters available from English Lacrosse Head Office which supports any project. Communication and advertising of events via the EL Magazine & E-Zine. |
| **ENGLAND NETBALL:**  
‘HIGH 5’  
www.englandnetball.co.uk/my-game/High_5 | • Free affiliation, free downloadable resources, termly e-newsletter, competitions, equipment, community links programme, teacher course with DVD, resource cards and rule book. |
| **ORIENTEERING:**  
www.britishorienteering.org.uk/page/teaching | • Teaching aids and resources can be found on the British Orienteering website  
• British Orienteering central office can provide contact details for equipment suppliers. |
### Table C: National Governing Bodies (NGBs) Sports Specific information (continued)

<table>
<thead>
<tr>
<th>NGB, programme name, local contacts and further information</th>
<th>Specialist primary resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ROUNDERS ENGLAND</strong>&lt;br&gt;www.roundersengland.co.uk/play/schools</td>
<td>• Teacher training courses, young leader’s awards for secondary age pupils, skills awards, competitions, school membership.</td>
</tr>
<tr>
<td><strong>RUGBY FOOTBALL UNION</strong>&lt;br&gt;www.rfu.com/takingpart/schools</td>
<td>• Teachers course, resources, playground leaders award, online resource bank, appropriate competition, community club network, school development team and county officers.</td>
</tr>
<tr>
<td><strong>ENGLAND SQUASH &amp; RACKETBALL (ESR)</strong>&lt;br&gt;www.englandsquashandracketball.com/coaches</td>
<td>• Teachers award, secondary age leaders course, resource cards, equipment borrowing, access to promotional materials, festivals and leagues, challenge and competition cards, support from local clubs and coaches.</td>
</tr>
<tr>
<td><strong>SWIMMING</strong>&lt;br&gt;www.swimming.org/schoolswimming/useful-school-swimming-resources-teachers</td>
<td>• Various packages to support pupils not meeting current swimming targets, teacher and teaching assistant training modules, swimming resources, aquatic games pack.</td>
</tr>
<tr>
<td><strong>ENGLISH TABLE TENNIS ASSOCIATION</strong>&lt;br&gt;www.estta.org.uk</td>
<td>• Teachers course, coaching awards for teachers and leaders, video coaching resource, skills manual and circuit cards, competition ladder board, instant ping pong equipment, league resources, community club network.</td>
</tr>
<tr>
<td><strong>TENNIS</strong>&lt;br&gt;www.lta.org.uk/clubs-schools/Schools-tennis</td>
<td>• Teacher training course, free DVD and equipment, school tennis guide, activity cards, club toolkit, activity week pack, cross curricular resource, competition, school club links resources and support, coach employment guide, county development managers, website, school membership.</td>
</tr>
<tr>
<td><strong>VOLLEYBALL</strong>&lt;br&gt;www.volleyballengland.org/getintovolleyball/schools_and_youth</td>
<td>• Teacher training courses, teaching resources, promotional materials, competitions, community club network, support for extra-curricular clubs, coaches network.</td>
</tr>
<tr>
<td><strong>WHEELCHAIR BASKETBALL</strong>&lt;br&gt;www.gbwba.org.uk/gbwba/index.cfm/wheelchair-basketball/education/schools-programme</td>
<td>• Teachers online skills and drills resource&lt;br&gt;• <a href="http://www.britishwheelchairbasketball.co.uk">www.britishwheelchairbasketball.co.uk</a>&lt;br&gt;• Flyers and posters (on request)</td>
</tr>
</tbody>
</table>
Section 9

Qualifications/courses, local support and employing coaches/external providers

Supporting and developing existing school staff can take many forms including bespoke whole school training or individual courses or qualifications.

There are many local organisations who can provide direct support or signpost schools towards the most appropriate opportunities.

External providers/coaches can be a valuable asset with specialist knowledge.

Up-skilling existing staff:

1. Local bespoke support

Wiltshire and Swindon Sport can provide support and ideas of relevant organisations or individuals who can provide bespoke training. Both WASP and the School Games Organisers, with assistance and collaboration from locally based external experts are organising and developing CPD workshops and courses for a number of sports, activities and disciplines. Through the network of contacts and experience gained, the local partners are ideally placed to offer considerable expertise in a number of fields.

Key Contact:

Rik@wiltssport.org.uk
Wiltshire and Swindon Sport
Mobile: 07787 298810
Office: 01380 725111

2. Example qualifications/courses for existing staff

As well as the NGB led sport specific qualifications shown in Table C (page 25), there are more generic PE opportunities available, three are listed below:

a. Sports Leaders UK and Association for Physical Education (afPE) courses

- Level 5 Certificate in Primary School Physical Education Specialism: open to teachers and HLTA to assist in raising standards within primary school physical education.
• Level 6 Award in Primary School Physical Education Subject Leadership: will allow primary school teachers to take the lead in delivering sustainable high quality primary school physical education.

Key link:

www.sportsleaders.org/courses/qualifications/level-56-primary-school-physical-education-qualifications

b. Youth Sport Trust Matalan Top Sport
(open to YST Primary Member schools)

• The new look TOP Sport programme supports the delivery of PE and sport in primary schools, and also supports the new National Curriculum. It aims to unlock pupil potential by developing physical and social skill development; improving wider learning skills, such as confidence and managing their emotions and increasing young people’s understanding of their health and well-being. The TOP Sport programme offers teachers the opportunity to attend our free workshops and to receive resource cards, posters, and access to online resources.

Key link:

www.youthsporttrust.org/how-we-can-help/programmes/matalan-top-sport.aspx

c. Youth Sport Trust Bupa Start to Move (open to YST Primary Member schools)

• An introductory workshop with a focus on core skills, then follow up web resources and local ‘peer’ mentor support.

Key link:

www.youthsporttrust.org/events-awards/events/bupa-start-to-move-training.aspx

Change4Life Clubs

These days, ‘modern life’ can mean that children are a lot less active. With so many opportunities to watch TV or play computer games, and with so much convenience and fast food available, we don’t move about as much, or eat as well as we used to.

Nine out of ten children today could grow up with dangerous amounts of fat in their bodies. This can cause life-threatening diseases like cancer, type 2 diabetes and heart disease.

Change4Life Sports Clubs are a new type of extracurricular sports club, designed to increase physical activity levels in less active children in primary and secondary schools.

Key Contact:

For further information and training opportunities please contact your School Sports Partnership - SGO (see pages 21) or Rik Grover at WASP.

Key link:

www.nhs.uk/change4life/pages/sports-clubs.aspx

Coach and Workforce Education Programme

Wiltshire and Swindon Sport have been providing Coach Education courses across the county as an integral part of the Wiltshire and Swindon Coaching Plan. The plan is implemented and delivered across the county to increase high quality coaching provision and to support the needs of our workforce. Wiltshire and Swindon Sport can also provide bespoke courses for schools and clubs.

Teachers and Coaches can access training and development in:

• Safeguarding & Protecting Children

• Equity in your Coaching

• Emergency First Response (Primary Care)

• An Introduction to the FUNdamentals of Movement

• Positive Behaviour Management in Sport
• A guide to Mentoring Sports Coaches
• Learning Disability Workshop
• Active Kids for all Inclusive Community Training Programme
• Practical ideas for Disability Coaching

Key contact:
Dominique Oughton
Wiltshire and Swindon Sport
Mobile: 07917 030946
Office: 01380 725111
Email: dominique@wiltssport.org.uk

Key Link:
www.wiltssport.org.uk/coaching/coaching-education

On-line courses/support
Information is available online, for example: TOP Sportsability is a free online resource for schools and offers practical advice to teachers, learning support staff, and other sports practitioners. It consists of video clips and downloadable content showing ideas and strategies around the inclusion of young disabled people in physical activity.

Key Link:
www.youthsporttrust.org/how-we-can-help/programmes/top-sportsability.aspx

Wiltshire and Swindon Sport (WASP) Guidance on Coaches

Coaches working in Schools
The Primary Sports Premium has highlighted the need for schools to develop good practice in the use of private coaches in the delivery of sport in schools.

Wiltshire and Swindon Sport have developed guidance and resources to help support schools with regard to:

• Recruiting and deploying suitably qualified coaches,
• Quality assuring the work of sports coaches and instructors employed to coach in PE lessons and after-school sports clubs,
• Training existing members of staff to ensure the funding brings the maximum benefits for all pupils.

RightCoach
WASP recommend that those delivering sport and physical activity in schools are registered on the counties Coach Database ‘RightCoach’ and adhere to Minimum Standards for Deployment.

WASP support coaches across the county through our coach database ‘RightCoach’ which has over 1,500 registered coaches. Each coach has a profile which WASP monitor to make sure they are up to date with qualifications. WASP provides support to the achievement of Minimum Standards of Deployment to registered coaches by means of bursary funding, Coaching Education courses and a network of support. Access to RightCoach is available to schools through Wiltshire and Swindon Sport.

The Wiltshire and Swindon Minimum Standards for Deployment
At a national and local level it is acknowledged that coaches need to have certain knowledge and skills in order to coach effectively and safely; and be able to help children, players and athletes at all stages of their development.

In order for coaches to be able to deliver high quality, safe and effective sessions, WASP have established a local Coaching Network and has been working with a number of partners including Sports Coach UK, Wiltshire Council, Swindon Borough Council and the Education Department.

The Coaching Network has established and agreed a set of Minimum Standards for Deployment (MSD) that we want to see being implemented by employers or deployers for all coaches working across the county in both community and school settings.

Key link:
www.rightcoach.org.uk

For details of Minimum Standards of Deployment that coaches must meet, please see Table D on page 29.
Table D: **The Wiltshire and Swindon Local Authority Minimum Standards for Deployment**

<table>
<thead>
<tr>
<th>Minimum Standard for Deployment</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreed minimum age</td>
<td>• Lead Coach or independent deliverer: 18+ years</td>
</tr>
<tr>
<td></td>
<td>• Assistant Coach: 16+ years</td>
</tr>
<tr>
<td>Appropriate Qualifications</td>
<td>• Lead Coach or independent deliverer: UKCC / NGB Level 2 or above unless otherwise stated by the NGB</td>
</tr>
<tr>
<td></td>
<td>• Assistant Coach: UKCC Level 1</td>
</tr>
<tr>
<td>Appropriate Insurance</td>
<td>• Coaches should have an insurance policy that covers the coach for the duties to be undertaken, this ensures both the coaches and participants are covered.</td>
</tr>
<tr>
<td></td>
<td>• Cover that is required: Public Liability Insurance and Professional Indemnity to a minimum of £5million</td>
</tr>
<tr>
<td>Safeguarding &amp; Protecting Children Workshop</td>
<td>• This workshop looks at good practice for a coach, enables the coach to understand different types of abuse, recognise signs and symptoms and to identify the appropriate action to take if abuse is suspected/disclosed to them.</td>
</tr>
<tr>
<td>Welfare Safety Checks</td>
<td>• Lead Coach &amp; Assistant Coach : Disclosure &amp; Barring Service Check (previously CRB)</td>
</tr>
<tr>
<td>1st Aid Qualification</td>
<td>• This workshop teaches participants how to respond to life-threatening emergencies. Focusing on primary care through a combination of knowledge development, skill development and realistic scenario practice to make sure participants have the confidence in their ability to provide care when emergency situations arise.</td>
</tr>
<tr>
<td>Multi-Skills / FUNdamentals Qualification</td>
<td>• This practical workshop explores the concepts of Agility, Balance and Co-ordination. It will help coaches to observe, analyse and coach good movement patterns within their sessions.</td>
</tr>
</tbody>
</table>
Child Protection in Sport Units Check and Challenge Tool

This simple-to-use checklist has been developed to support partners involved in providing sport activities for children in primary schools. It is intended to help ensure that young participants will be safe and looked after while involved in these activities.

Ann Tiivas, Director of the Child Protection in Sport Unit said “we have developed this resource to support partners involved in providing sport activities for children in primary schools. It is intended to help ensure that young participants will be safe and looked after while involved in these activities”

To access the ‘Check and Challenge’ toolkit and for further information about a range of topics related to safeguarding and protecting children in sport please visit: thecpsu.org.uk/resource-library/2013/primary-school-check-and-challenge-tool

National Governing Bodies (NGB) - Minimum Standards for Active Coaches of Children and Young People -

Additional Guidance Tool Version 3 – September 2014

This interactive tool provides guidance to you on:

- The minimum qualification (as stated by the relevant governing body of sport) required for a lead coach coaching children and young people in the following environments:
  - Primary school
  - Secondary school
  - Club
  - Community/local authority

- Additional important information the governing body recommends should be considered alongside the qualification

- Recommended additional training identified by the governing bodies of sport, sports coach UK and other key partner organisations to be considered alongside coaching qualifications.

The tool will also signpost you to more information on:

- Governing body coaching qualifications
- Additional training courses recommended by sports coach UK and key industry partners afPE and Youth Sport Trust

Please Note: Some Local Authorities may operate a local register (RightCoach) of approved school coaches and/or their own guidance on Minimum Standards for Active Coaches. In such instances Local Authority guidance may take precedence over the information contained within this guidance tool.

Key Link

Wiltshire and Swindon Sport (WASP)
WASP, The Coach House, 48 New Park Street, Devizes, Wiltshire, SN10 1DS.
www.wiltssport.org.uk

Rik Grover, Sports Consultant
Primary Premium
Wiltshire and Swindon Sport (WASP)
Mobile: 07787 298810
Office: 01380 725111
Email: rik@wiltssport.org.uk

Alma Borthwick, Senior Sports Consultant
School Games
Wiltshire and Swindon Sport (WASP)
Mobile: 07789 501553
Office: 01380 725111
Email: alma@wiltssport.org.uk

Dominique Oughton, Senior Sports Consultant Coach & Workforce Development & RightCoach
Wiltshire and Swindon Sport (WASP)
Mobile: 07917 030946
Office: 01380 725111
Email: dominique@wiltssport.org.uk

Kirsty Brown, Marketing and Projects Officer
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Email: kirsty@wiltssport.org.uk

Wiltshire Council
Paul Pritchard, Sports Development Manager,
Monkton Park, Chippenham, SN15 1ER
Mobile: 07900 606860
Tel: 01249 706452
Email: paul.pritchard@wiltshire.gov.uk
Web: www.wiltshire.gov.uk

Rob Paget, Disability Sport Development Officer,
Bourne Hill, Salisbury, SP1 3UZ
Mobile: 07917 262686
Tel: 01722 434770
Email: robert.paget@wiltshire.gov.uk
Web: www.wiltshire.gov.uk

Swindon Borough Council
Doug Imrie, Sports Participation Manager
Tel: 01793 465405
DImrie@swindon.gov.uk
Web: www.leisureinswindon.co.uk