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Sports Update

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PE Provision in Primary Schools



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Research and Evaluation Section
Sports Council for Wales
Sophia Gardens, Cardiff CF11 9SW

Tel: 0845 045 0904
Fax: 029 2030 0600
e-mail: scw@scw.co.uk
www.sports-council-wales.org.uk

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EXECUTIVE SUMMARY

This report presents the findings from the fourth in a Sports Council for Wales (SCW) study of physical education (PE) in primary schools across Wales, based on Key Stage 2 (KS2) provision in the academic year 2004/05.

Issues covered in this report include the resources and provision made available for curricular PE, curriculum activities offered, availability and perceived quality of school sports facilities, and the resources and delivery of extra-curricular PE provision. Information on these and other issues was collected by means of two separate surveys; one of PE curriculum coordinators and the other of teachers in the schools involved.

26% of primary schools are without any male teachers involved in the delivery of curricular PE.

There is an average of 1.01 PE specialists per primary school across Wales, although 36% of PE Coordinators indicated that their school had no PE specialists. 48% of PE Coordinators considered themselves to be specialists.

Overall, 40% of teachers had engaged in Continuous Professional Development (CPD) in the 2004/05 academic year. 65% of Coordinators expressed agreement that staff could access CPD to ensure the effective delivery of PE.

40% of primary schools raised additional money through fund raising activities for their PE expenditure.

There have been some decreases in the percentage of primary schools with on site facilities such as gymnasias, changing facilities and football pitches and off site athletics pits and rugby pitches. Generally on site facilities are rated as 'adequate' to 'good', whilst off site facilities are rated as 'good' to 'excellent'. 42% perceived the facilities available overall to be 'good'.

The amount of time available for curricular PE across all year groups has increased since the 2002/03 survey (91 minutes per week) with an average of 93 minutes per week given to each year group. The time allocated remains fairly consistent across year groups 3 to 6, in contrast to the drops in the time seen as pupils progress through their secondary school years.

On average, 11.49 activities are offered in primary schools in Wales. Slightly more activities are offered to girls (11.21) across Wales compared with boys (10.84).

Health Related Exercise is taught across all areas of activity by 54% of schools, whilst 46% of schools teach it as part of personal and social education (PSE).

93% of schools offer extra-curricular PE activities to Key Stage 2 pupils, with an average of 1.10 male and 1.93 female teaching staff involved in its delivery. Increasing involvement from external staff such as Dragon Sport Coordinators, Club Coaches, Volunteers aged 18 and under, and secondary school teachers, also contributes to this provision.

Schools devote an average of 218 minutes of staff time per week to extra-curricular sport, compared to 204 minutes reported in 2002/03 and 170 in the 2000/01 survey. The majority of extra-curricular time is provided after school and at weekends. Over half of PE Coordinators said their school would like to offer more extra-curricular provision but did not currently have suitably trained staff.

BACKGROUND

Fieldwork for this primary school survey took place four years on from substantial developments in PE for schools across Wales. The Dragon Sport initiative was launched in the year 2000 and is designed to offer 7-11 years olds appropriate sporting opportunities. It is an established initiative with 86% of all schools responding currently running a Dragon Sport scheme. Dragon Sport is promoted and delivered through a network of full time Dragon Sport Coordinators based in each of the 22 local authorities in Wales.

Dragon Sport introduces children to sports coaching, skill development and appropriate competition using versions of the adult game modified to suit the needs and skill levels of children. Seven sports are targeted for this purpose. These are athletics, cricket, football, hockey, netball, rugby and tennis. There has been a further development in the provision of golf within Dragon Sport, therefore it is anticipated to see further increases in the provision of this sport in future PE provision surveys.

SCW has also become responsible for managing the national implementation of the PE and School Sport (PESS) Action Plan for Wales which has now completed its three year pilot phase (it commenced in April 2003). The programme is fully up and running with 46 Development Centres established throughout Wales. Normally a Development Centre cluster will include at least one secondary school plus its feeder primary schools. Partnerships in the cluster would also include other appropriate agencies such as Further Education (FE) and Higher Education (HE) institutions, leisure centres and special educational needs establishments.

METHOD

This survey (as with the previous two) was conducted on a self-completion basis with questionnaires being sent to PE Coordinators in a sample of primary schools during June 2005. The data collection concentrated on the academic year 2004/2005.

The questionnaire was sent to PE Coordinators in 971 primary schools across Wales. Of these 298 were part of development centres. Overall, 482 completed questionnaires were received, giving a response rate of 50%, with 187 development centre schools returning their questionnaires.

There was a satisfactory response rate across the four regions traditionally referred to by SCW: Metropolitan Wales, the Rural North, the Rural Heartland and The Valleys. The local authorities included in these regions are as follows:

Metropolitan Wales:

Wrexham; Flintshire; Newport; Cardiff; Vale of Glamorgan; Bridgend; Swansea

Rural North:

Ynys Môn; Conwy; Denbighshire; Gwynedd

Rural Heartland:

Powys; Ceredigion; Pembrokeshire; Carmarthenshire; Monmouthshire

The Valleys:

Neath Port Talbot; Rhondda Cynon Taff; Caerphilly; Torfaen; Merthyr Tydfil; Blaenau Gwent



CURRICULAR PE AND RESOURCES

Staff

The average number of teachers involved in teaching National Curriculum PE was 5.58, of those 1.33 were male and 4.25 female (Table 1). 26% of schools had no male teachers involved at all in the teaching of PE and 3% had no female teachers involved.

Teaching assistants were also involved in the delivery of PE, with an average of 1.28, of which 0.09 are male teaching assistants and 1.20 are female teaching assistants. The number of teaching assistants in general continues to fall from an average of 1.47 per school overall in 2002/03.

PE specialists were defined as those who had received a significant amount of their formal training specifically relating to PE, during their initial teacher training. Non-specialists were defined as all other teachers. Only a minority of the teachers involved in PE were regarded by coordinators as 'specialists'; 1.01 per school compared to 5.56 'non-specialists'. This compares to 1.0 'specialists' and 6.15 'non-specialists' in 2002/03.

Across Wales, 36% of PE coordinators said that none of the teachers at their school was a PE specialist.

With regard to the PE coordinators themselves, 48% considered themselves to be a PE specialist. This has increased by 3% since 2002/03 and ranges from 59% in Metropolitan Wales, 47% in The Valleys, 43% in the Rural North and 39% in the Rural Heartland.

Training

PE coordinators were asked when they last received any professional development in relation to PE. 40% had engaged in continuous professional development (CPD) in the current academic year, a decrease from 49% in 2002/03. In the last academic year, 26% had received CPD and 29% prior to this. 5% had not received any CPD PE at all, an increase by 1%. Coordinators were asked their opinions on whether staff could access CPD to ensure the effective delivery of PE: 65% overall agreed and 14% disagreed, with 20% neither agreeing nor disagreeing.

In addition to teaching staff, many schools made use of external staff to help with the delivery of Curriculum PE as shown in Table 2.

Table 1: Numbers of staff teaching National Curriculum PE

	Metropolitan Wales	Rural North	Rural Heartland	The Valleys	All Wales
Average number of male teachers	1.65	1.06	1.05	1.46	1.33
Average number of female teachers	5.76	2.72	3.40	4.50	4.25

Table 2: Percentages of PE Coordinators who said the following groups were involved with the delivery of curricular activities at their school.

	% Helped at all		% Helped occasionally		% Helped regularly	
	2002/03	2004/05	2002/03	2004/05	2002/03	2004/05
Sports Development Officers	72	68	52	51	20	17
Club Coaches	39	46	29	32	10	14
Parents/Guardians	41	40	25	25	16	5
Secondary school teachers	13	26	10	20	3	6
Other Local Authority staff	24	24	18	19	6	5
Adult volunteers over 18	23	21	17	15	6	6
Volunteers 18 and under	14	20	12	14	2	6
Governing Body staff	13	11	10	7	3	4

As with the 2002/03 survey, sports development officers are the main source of support. Support from club coaches and parents/guardians has increased. Under 18 volunteer support has increased significantly whilst adult volunteers have decreased slightly. The support given tends to be occasional rather than regular help.

Finance

PE Coordinators were asked whether they felt that there was sufficient financial support available for PE at their school. 41% agreed that there was, an increase of 1% from 2002/03. However, 39% disagreed, an increase of 3%, whilst 19% stated that they neither agreed nor disagreed with the statement, a decrease of 1% from the 2002/03 survey.

Table 3 shows PE Coordinators’ perceptions of the budget allocations for PE and whether they were rising or falling. 57% of Coordinators perceive their budget to be ‘about the same’ as in 2002/03, yet 34% believe the budget has fallen since 2002/03 with only 4% of Coordinators stating that the budget has risen. Geographically, this trend is similar among all four regions.

Additional money raised for PE expenditure

40% of schools raised additional money through fund raising activities for their PE expenditure, compared to 36% in 2002/03. This ranged from 31% in the Rural North to 45% in Metropolitan Wales. 41% of schools in The Valleys and 38% in the Rural Heartlands raised additional money. All these percentages have increased since the 2002/03 survey.

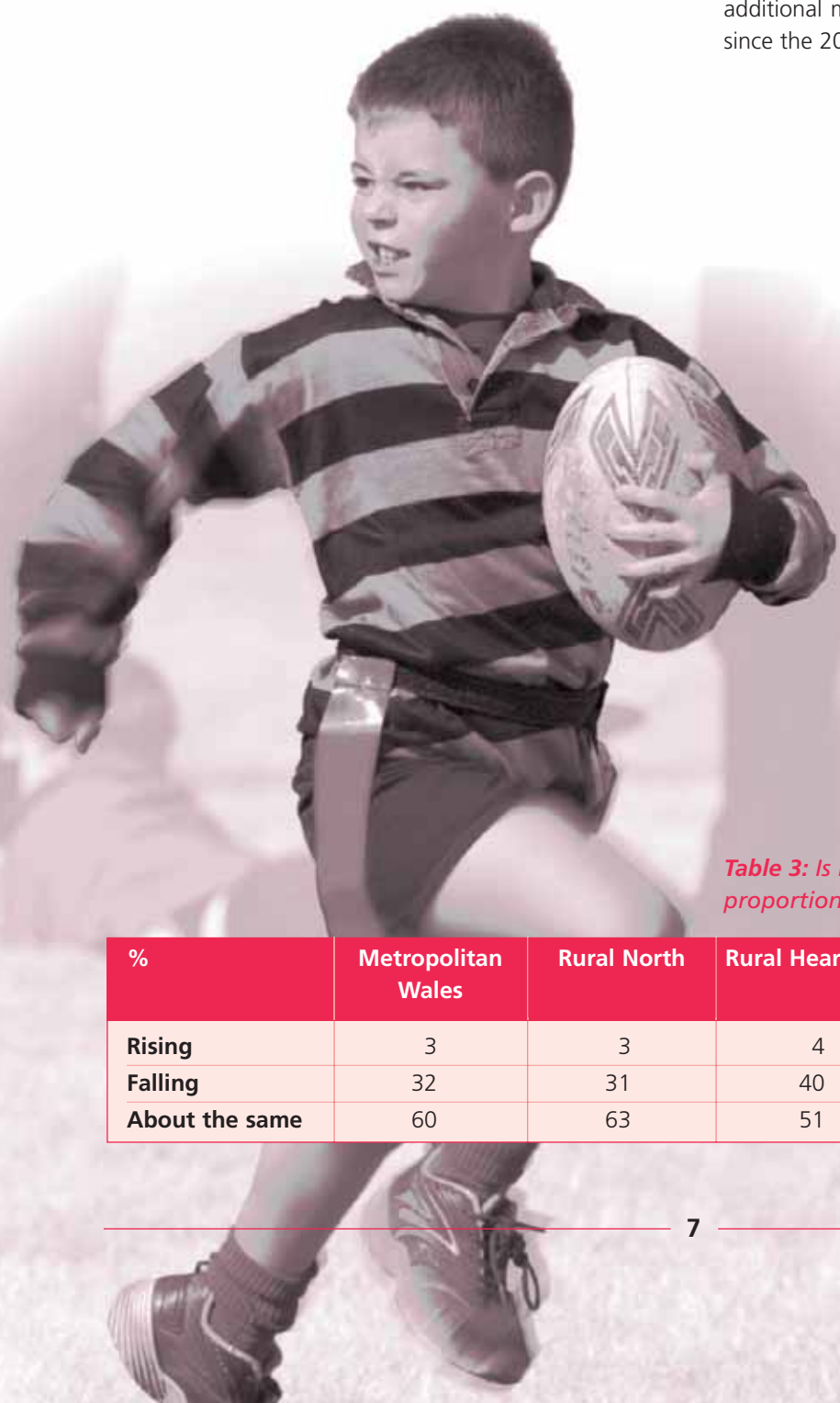


Table 3: Is budget for PE rising or falling as a proportion of the overall school budget?

%	Metropolitan Wales	Rural North	Rural Heartland	The Valleys	All Wales
Rising	3	3	4	6	4
Falling	32	31	40	33	34
About the same	60	63	51	55	57

Table 4: Percentage of schools with listed sports facilities available on or off site and quality ratings (in brackets) for those facilities, where 4 = excellence, 3 = good, 2 = adequate, 1 = poor

	2002/03		2004/05	
	On site	Off site	On site	Off site
Indoor				
Dance Studio	1 (1.6)	3 (2.6)	1 (1.8)	3 (3.3)
Gymnasium	14 (2.4)	10 (3.1)	8 (2.7)	10 (3.3)
School Hall	86 (2.3)	3 (2.5)	87 (2.3)	4 (2.9)
Sports Hall	5 (2.5)	19 (3.2)	2 (2.9)	21 (3.3)
Swimming Pool	5 (2.9)	88 (3.1)	3 (2.9)	88 (3)
Changing Facilities	30 (2.3)	19 (2.7)	26 (2.3)	18 (2.9)
Outdoor				
Athletics Pits	6 (1.9)	10 (2.7)	3 (2.4)	6 (3)
Athletics Throwing areas	9 (2.4)	10 (2.5)	9 (2.4)	7 (3.1)
Athletics Track (grass)	36 (2.5)	15 (2.5)	38 (2.4)	13 (2.8)
Athletics Track (synthetic)	1 (1)	9 (3.2)	0 (3)	8 (3.4)
Cricket Nets	1 (1.5)	2 (2.9)	0 (2)	4 (3.2)
Cricket Wickets (grass)	22 (2.3)	12 (2.8)	7 (2.3)	6 (2.9)
Cricket Wickets (artificial)	-	-	7 (2.5)	3 (3)
Football pitches	58 (2.5)	24 (2.8)	53 (2.5)	21 (2.9)
Hockey pitches	7 (2.2)	6 (2.9)	7 (2.4)	9 (3.3)
Multi-Use Games Area	19 (2.4)	6 (2.8)	17 (2.7)	5 (3.2)
Netball Courts	68 (2.5)	9 (3.1)	67 (2.5)	8 (3.1)
Rugby pitches	30 (2.7)	21 (2.8)	32 (2.5)	16 (3)
Outside Swimming pool	-	-	1 (0-not answered)	24 (3.1)
Tennis Courts	7 (2.3)	10 (3.1)	5 (2.5)	10 (3)
Artificial pitch	1 (2.3)	9 (3.4)	2 (3.4)	12 (3.5)
Playground	-	-	89 (2.4)	2 (2.8)

Facilities

Table 4 shows the facilities available to primary schools for the provision of National Curriculum PE.

There has been an increase in the provision of on site grass athletics tracks, rugby pitches and artificial pitches, whilst the provision of off site cricket nets, hockey pitches and sports halls has also increased. However, these increases are small, compared to the decreases of facility provision. Those that have decreased by four or more percentage points are on site gymnasiums (further decreases since 2002/03), changing facilities, football pitches and off site athletics pits and rugby pitches. Although multi-use games areas were featured for the first time in the 2002/03 survey, there has been a drop in the provision on and off site of 3%. Playgrounds feature for the first time in this survey.



Table 5: Regional variation in the percentage of schools with on site facilities.

%	Metropolitan Wales	Rural North	Rural Heartland	The Valleys
Sports Hall	1	3	3	1
Athletics track (grass)	55	30	35	24
Hockey Pitches	7	4	13	1
Rugby Pitches	33	21	40	30

Regionally, there are some noticeable differences in the provision of certain on site facilities. In Metropolitan Wales, 55% of schools have a grass athletic track, this compares to 35% of schools in the Rural Heartland, 30% in the Rural North and 24% in the Valleys; there is a regional difference of over 30%. Some of the regional variations in on-site facility provision are shown in Table 5.

Rating of facilities

Although there has been minimal change to the ratings given to individual facilities, the change has been positive. On site facilities are rated lower than their off site equivalents. Generally, on site facilities are rated as adequate to good, with the exception of artificial pitches which were rated as good to excellent. Although synthetic athletics tracks were only available at two schools and cricket nets were provided by one school they were rated as good and adequate respectively. Off site facilities were generally rated as good to excellent.

PE Coordinators were also asked their perceptions of the facilities available overall. Across Wales, 4% felt they were excellent; 42% good; 42% adequate and 12% poor. These figures are similar to the previous survey. There were some regional variations – 51% of PE Coordinators in The Valleys felt that the quality of the facilities were adequate compared with 47% in the Rural North, 38% in the Rural Heartland and 36% in Metropolitan Wales. PE Coordinators in Metropolitan Wales and The Valleys felt that their facilities were the poorest, with 14% within each area stating that they were poor. 11% in the Rural Heartland felt that their facilities were poor and 6% in the Rural North. However, 5% of PE Coordinators in The Valleys felt that their facilities were excellent compared to 4% in Metropolitan Wales, 3% in the Rural North and 3% in the Rural Heartland. Coordinators were also asked to rate the equipment available overall. 10% perceived the equipment as excellent; 55% good; 30% adequate and 3% poor.



NATIONAL CURRICULUM PE: DELIVERY

Time

In the 2000/01 survey, schools provided an average of 86 minutes of the National Curriculum PE time per week across all year groups. In 2002/03 survey this increased, with an average of 91 minutes per week across year groups. The 2004/05 survey shows that there is currently an average of 93 minutes per week. This is a positive increase yet the current levels only reach 78% of the target time of 120 minutes per week of PE for all pupils.

The amount of time available rises slightly as pupils progress through the school years (Figure 1). These findings are in contrast to findings from secondary school surveys, where there is a significant drop in the time made available for PE as pupils get older.

There were some regional variations in the amount of time being made available across school years, with 96 minutes on average given in Metropolitan Wales, 94 minutes in The Valleys, 92 minutes in the Rural North and 91 minutes in the Rural Heartland. Table 6 shows the regional differences in some more detail.

National Curriculum Activities Offered

Table 7 shows the activities available on and/or off site. Generally activities are offered on a mixed sex basis at

primary school. The most significant variations, where the differences were greater than 5 percentage points, were baseball/rounders, dance, netball and outdoor adventurous activities; with more primary schools offering girls the latter activities. In the last survey, the difference between schools offering rugby to girls was 6 percentage points less than those who offered the game to boys. This survey shows that more schools are offering rugby to girls, an increase of 2 percentage points. Overall, slightly more activities are offered to girls (11.21) across Wales compared with boys (10.84). An average of 11.49 activities are available overall in primary schools, an increase from 2002/03 (11.03).

Health Related Exercise

This survey asked PE Coordinators how they taught the health related exercise requirement of the national curriculum to each of the year groups. Just over half (54%) of schools teach health related exercise across all areas of activity, although this has decreased by 2% since 2002/03. This is followed by an average of 46% of schools teaching it as part of personal and social education (PSE). 5% of schools teach health related exercise as a discrete module of work. Regional breakdowns of the different ways health related exercise is taught are shown in Figure 2. Regionally, 61% of schools in The Valleys teach Health Related Exercise 'across all areas of activity', compared to 43% in the

Figure 1: Average number of minutes per week for curriculum PE by school year

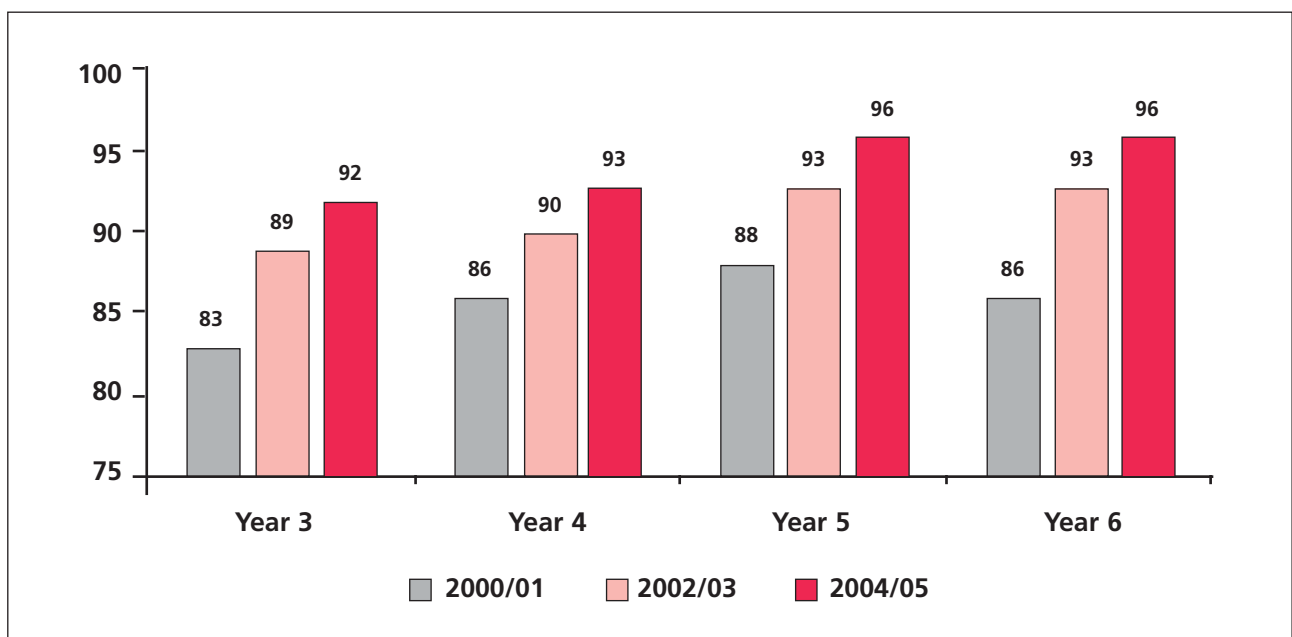


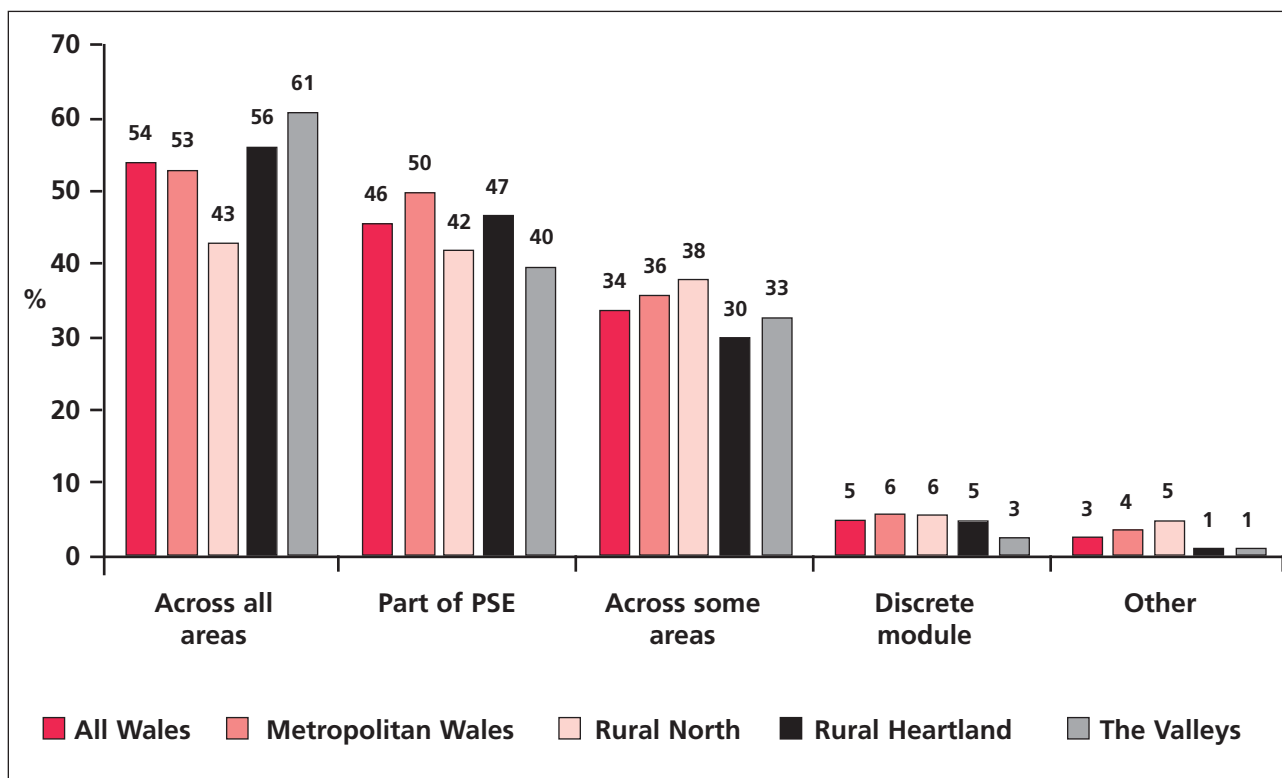
Table 6: Percentage of schools and time made available per week for teaching National Curriculum PE at Key Stage 2.

	Metropolitan Wales	Rural North	Rural Heartland	The Valleys	All Wales
30-59 minutes	2	4	7	5	4
60-75 minutes	21	22	22	25	22
76-90 minutes	30	31	29	26	29
91-105 minutes	12	10	13	8	11
106-120 minutes	29	29	20	28	26
121-135 minutes	1	1	3	5	2
136-150 minutes	2	-	2	-	1

Table 7: Overall percentage of schools with listed curricular activities available on and/or off site during the academic year.

	2002/03			2004/05		
	Girls	Boys	Average	Girls	Boys	Average
Athletics	92	91	92	94	93	95
Badminton	5	5	5	6	5	6
Baseball/rounders	86	80	86	89	84	90
Basketball	23	22	24	21	22	23
Bowls	12	12	12	12	11	12
Cycling	-	-	-	1	1	1
Cricket	75	76	79	75	76	80
Cross country	42	40	42	52	49	52
Dance	92	86	92	93	88	94
Football	89	93	94	89	92	94
Golf	10	9	10	13	13	14
Gymnastics	91	90	92	95	94	96
Hockey/indoor hockey	66	61	67	69	66	71
Lacrosse	6	6	6	2	2	2
Netball	91	70	91	91	75	92
Outdoor adventurous activities	54	52	55	63	56	64
Rugby	78	84	87	82	86	88
Swimming	99	94	99	99	96	99
Table tennis	5	3	5	4	4	5
Tennis	59	57	59	64	64	66
Average number of activities offered	10.77	10.36	11.03	11.21	10.84	11.49

Figure 2: Teaching of Health Related Exercise



Rural North. 50% of schools in Metropolitan Wales teach Health Related Exercise as ‘part of PSE’, compared to 40% of schools in The Valleys. 5% of schools in the Rural Heartland teach Health Related Exercise as a ‘discrete module’.

EXTRA-CURRICULAR SPORT

Staff

Across Wales, 93% of schools offer extra-curricular PE activities to Key Stage 2 pupils. There has been an increase of 3 percentage points since the last survey, where 90% of schools offered extra-curricular PE. All schools in the regional areas have increased their provision of extra-curricular PE. In the previous survey, 77% of schools in the Rural North offered extra-curricular PE, this has increased to 81%. 86% in the Rural Heartland has increased to 92%, 96% in The Valleys has increased by 3 percentage points (99%), and the amount of schools offering extra-curricular PE in Metropolitan Wales has remained the same at 98%.

Overall an average of 1.10 male and 1.93 female teachers per school were involved with the teaching of extra-curricular PE. These figures have reduced slightly

since 2002/03, therefore although there are less male and female teachers teaching extra-curricular PE, schools are offering more. Table 8 shows the break down across the different regions.

External staff also played a part in the delivery of extra-curricular activities (Table 9). Encouragingly, all groups that have helped regularly in the delivery of extra-curricular PE have either increased or stayed the same. However, there are only two groups when helping occasionally that have increased; volunteers 18 and under (14%) and secondary school teachers (9%). Overall, the groups which have increased when helping at all have been Dragon Sport coordinators (58% in 2002/03 to 60%), club coaches (31% increased to 34%), volunteers 18 and under (14% increased to 20%) and secondary school teachers (6% increased to 10%).

Time

Figure 3 shows the average number of minutes per week given to extra-curricular PE across Wales and the four regions. The data shows positive results with the average amount of time per week for extra-curricular sport increasing since the previous survey, with an average of 218 minutes of staff time given across year groups compared with 204 minutes in 2002/03 and 170

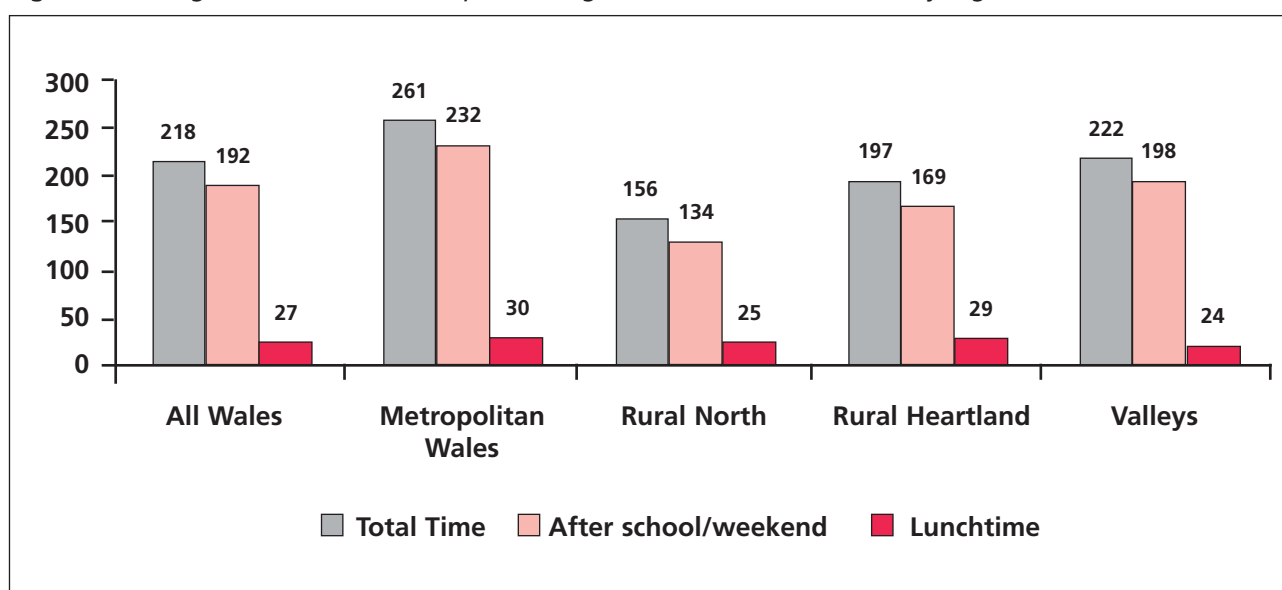
Table 8: Average number of staff per school teaching extra-curricular PE

	Metropolitan Wales	Rural North	Rural Heartland	The Valleys	All Wales
Average number of male teachers	1.33	0.93	0.94	1.11	1.10
Average number of female teachers	2.31	1.41	1.99	1.91	1.93

Table 9: Percentage of PE Coordinators who said the following groups were involved with the delivery of extra-curricular activities at their school.

	% Helped at all		% Helped Occasionally		% Helped Regularly	
	2002/03	2004/05	2002/03	2004/05	2002/03	2004/05
Sports Development Officers	54	48	45	37	9	11
Dragon Sport Coordinators	58	60	45	45	13	15
Parents/Guardians	46	46	27	25	19	21
Club Coaches	31	34	22	21	9	13
Adult volunteers aged over 18	23	21	15	11	8	10
Volunteers 18 and under	14	20	11	14	3	6
Governing body staff	13	10	9	6	4	4
Other local authority staff	7	6	6	5	1	1
Secondary school teachers	6	10	5	9	1	1

Figure 3: Average number of minutes per week given to extra-curricular PE by region



minutes in 2000/01. This increase is likely to have been assisted through greater provision of Dragon Sport across primary schools in Wales, (discussed further in the following section). The majority of extra-curricular time is provided after school or at weekends rather than at lunchtimes. Regionally the greatest extra-curricular time is provided by Metropolitan Wales (261 minutes) and The Valleys (222 minutes).

PE Coordinators were asked their opinion on whether their school 'would like to offer more extra-curricular activities but did not have enough suitably trained staff'. Over half (52%) of coordinators agreed that this was the case, 21% disagreed whilst 25% neither agreed nor disagreed.

Dragon Sport and extra-curricular activity

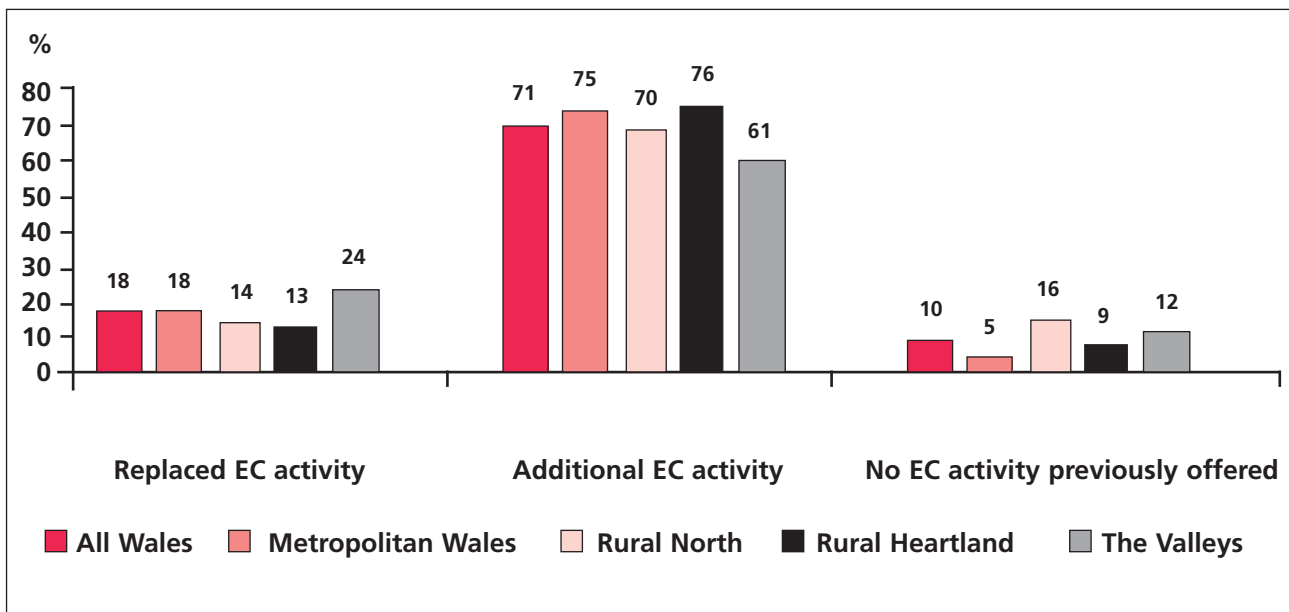
Dragon Sport is available in seven sports: rugby, football, tennis, athletics, hockey, netball and cricket. Only 1% of schools were unaware of the Dragon Sport Scheme. 86% of all schools responding currently ran a Dragon Sport Scheme, compared with 73% in 2002/03. This varied slightly by region with 78% in Metropolitan Wales running a scheme, 93% in the Rural North, 88% in the Rural Heartland and 91% in The Valleys. Overall, only 3% of schools in this survey did not run a Dragon Sport scheme and had no plans to, down from 8% who did not plan to get involved with Dragon Sport in 2002/03. Regionally, 7% in Metropolitan Wales had no plans for a

Dragon Sport Scheme, 4% in the Rural North, 2% in the Rural Heartland. All schools in The Valleys were either currently running a scheme or planned to run a Dragon Sport Scheme.

PE Coordinators were asked how Dragon Sport had affected extra-curricular activity at their schools: whether Dragon Sport had replaced what was available before the initiative was launched in 2000, whether Dragon Sport was used as additional activity provision, or whether there was previously no extra-curricular provision at all. Figure 4 shows the results.

18% had indicated that Dragon Sport had replaced their previous extra-curricular provision, whereas 71% said that Dragon Sport had created additional activity. This is a complete reversal of the findings of the previous survey, where 75% said Dragon Sport had replaced other extra-curricular activity and 18% said that Dragon Sport had been offered in addition to their current activity. This reversal is likely to have been influenced by the extra support being offered to primary schools, to focus on providing more extra-curricular PE activities.

Figure 4: How has Dragon Sport affected extra-curricular (EC) activity at your school?



Although Dragon Sport may not be offering activities that are new to schools, it is having a significant impact on the volume of activity being undertaken in the seven Dragon Sports listed below:

- Athletics – increases of 12 percentage points in provision for boys and a 15 percentage point increase for girls.
- Cricket – increases of 4 percentage points in provision for boys and an 11 percentage point increase for girls
- Football – increases of 13 percentage points for boys and 23 percentage points for girls.
- Hockey – increases of 28 percentage points for boys and 29 percentage points for girls.
- Netball – increases of 23 percentage points for boys and 8 percentage points for girls

- Rugby – increases of 11 percentage points for boys and 23 percentage points for girls
- Tennis – increases of 15 percentage points for boys and 16 percentage points for girls.

The increases in the provision of various activities are not exclusive to Dragon Sport; dance has also increased by 13% for boys and 16% for girls since 2000/01, gymnastics by 8% for boys and 11% for girls, swimming by 7% for boys and 8% for girls. It seems likely that these increases have been influenced by PESS work which is currently focussing on these activities (dance and gymnastics) and the Free Swimming Initiative launched in 2004. Further details showing the percentages of schools offering extra-curricular PE are shown in Table 10.

Table 10: Percentage of schools who provide the following listed extra-curricular activities for boys and girls. Figures in brackets represent the overall percentage of school offering activities on a regular basis, ie weekly during the relevant season.

	Boys			Girls		
	2000/01	2002/03	2004/05	2000/01	2002/03	2004/05
Athletics	49 (30)	60 (41)	61 (41)	48 (29)	61 (43)	63 (42)
Badminton	3 (1)	4 (3)	2 (2)	3 (1)	4 (3)	4 (2)
Baseball/rounders	33 (20)	35 (21)	38 (24)	39 (23)	40 (27)	42 (27)
Basketball	8 (5)	12 (7)	13 (8)	9 (6)	11 (7)	13 (7)
Bowls	-	7 (4)	6 (3)	-	7 (3)	6 (3)
Cricket	52 (35)	58 (37)	56 (37)	41 (24)	53 (34)	52 (34)
Cross country	30 (16)	30 (16)	33 (19)	27 (14)	29 (16)	35 (20)
Cycling	14 (6)	1 (1)	1 (1)	13 (4)	1 (1)	1 (1)
Dance	26 (16)	35 (20)	39 (24)	29 (17)	39 (23)	45 (27)
Football	76 (61)	88 (74)	89 (72)	61 (43)	80 (66)	84 (66)
Golf	-	6 (2)	8 (3)	-	5 (2)	8 (3)
Gymnastics	27 (17)	34 (20)	35 (22)	27 (16)	33 (24)	38 (25)
Hockey	17 (10)	34 (19)	45 (29)	19 (11)	37 (22)	48 (30)
Lacrosse	4 (4)	4 (3)	3 (2)	4 (2)	4 (2)	3 (1)
Netball	41 (32)	55 (44)	64 (48)	76 (60)	84 (71)	84 (68)
Outdoor adventurous activities	18 (4)	21 (7)	25 (6)	15 (6)	22 (7)	26 (6)
Rugby	64 (47)	75 (59)	75 (57)	43 (29)	60 (44)	66 (46)
Swimming	26 (16)	30 (21)	33 (21)	27 (18)	32 (22)	35 (24)
Table tennis	-	3 (2)	6 (3)	-	3 (2)	5 (3)
Tennis	21 (12)	32 (18)	36 (19)	20 (11)	32 (19)	36 (22)
Average number of activities offered	-	6.28 (4.21)	6.74(4.42)	-	6.42 (4.41)	7.00 (4.62)

Table 11: School team representation: percentage of schools with teams.

	2002/03		2004/05	
	Girls	Boys	Girls	Boys
Athletics	20	20	18	17
Baseball/rounders	15	3	10	3
Cricket	7	14	7	11
Cross country	14	14	17	16
Football	32	52	41	55
Hockey	5	1	5	3
Gymnastics	7	5	7	5
Netball	55	2	48	2
Rugby	6	33	7	33
Swimming	17	15	14	13
Dance	-	-	5	1

School Teams

PE Coordinators were asked about school team representation. The percentage of schools with teams is shown in Table 11. There has been a mixture of increases and decreases in school team representation since 2002/03. Athletics and rugby representation continues to decrease for both girls' teams and boys' teams. Yet cross country and football representation has increased since 2002/03; 3% increase for boys and 2% increase for girls in cross country and 9% increase for boys and 3% for girls in football. For the first time, 5% of schools are represented by a girls' dance team, whilst 1% have a boys' dance team.

CONCLUDING REMARKS

The results of this survey have shown some positive findings' such as, the increase in the time available for National Curriculum PE and the increases seen in extra-curricular PE time now available. However, the suggested guidelines of a minimum of two hours per week for National Curriculum PE are still far short of being reached, which is disappointing given the positive contribution PE could make to the increasing levels of inactivity across the UK population and the reported increasing levels of childhood obesity.

The survey suggests that Dragon Sport has made a very important contribution and has been an influence on the time available and the numbers

of schools offering various activities. With the introduction of Golf as a Dragon Sport, it is hoped that there is scope to increase more participation within the scheme and consequently influence extra-curricular provision further.

The PE and School Sport scheme was fully up and running at the time of this survey and also seems to be making a contribution to provision.

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