

## **Sports Colleges that will not be hubs of SSSCo partnerships – implications at pre-designation**

Unless it is a combined bid with fewer than 1200 on roll or a Sports College with fewer than 500 on roll, the Sports College will lose its SSSCo when it becomes operational. The associated family of primary and special schools will retain their PLTs. In practice, the SSSCo partnership annual grant will be reduced accordingly.

It is essential that any potential Sports College in this situation discusses its bid with the PDM of the partnership in which it sits as this does have implications for the work of the partnership.

The key is that the bidding school needs to write a high quality Sports College bid against the DfES specialist schools criteria if it is to become designated. This is likely to focus much more on curriculum development than the SSSCo partnership, which will have more of an extra-curricular focus. The SSSCo partnership may, therefore, have to adjust some of its targets for this family of schools whilst, at the same time, try to maintain an appropriate service to the primary schools in that family.

There is no single solution as every Sports College bid and SSSCo family plan will have its own objectives and targets. The key is to ensure that the bidding school and the PDM have considered the implications and agreed on a way forward that best serves the schools and pupils in that family of schools.

### Key questions:

- What are the implications for the bidding school's own SSSCo school targets? How many of these can be subsumed in the Sports College school plan? Which ones need to be adjusted or discarded?
- What are the implications for a partner school's SSSCo targets? Do the SSC targets differentiate from the partner school's own SSSCo targets?
- What are the implications for the primary schools' SSSCo targets? How many of these can be subsumed in the Sports College community (CA1) plan? Can some targets be addressed through other areas of the Sports College plan (CA2 / school aims)?
- What are the implications for the SSSCo partnership development plan targets? Do targets need to be adjusted or is it implementation strategies that might change?
- What are the implications for end of year reporting? DfES has confirmed that the SSSCo partnership should record the achievements of the Sports College in its annual data collection and annual review.

### Areas to consider:

- Outcomes – the same intended outcomes may be achieved even if objectives, targets and implementation strategies change.
- Staffing resource – what staffing structure best suits the Sports College plan? The Sports College does NOT have to retain a SSSCo-type role if this model doesn't suit its wider plans. If it doesn't have a SSSCo-type role, how will links with the primary PLTs be maintained?
- Training and networking opportunities – DfES has confirmed that the SSSCo-type role may access the national programme of CPD opportunities.
- Impact – will the work of the Sports College still contribute to the PSA target in terms of quantity and quality of PE and school sport?

- Communication – how will the non-hub Sports College still be involved locally if it does not retain a SSCo? How will the PDM communicate with the Sports College? How will the Sports College communicate with other SSCos and its own PLTs?

#### Broad ideas:

The bidding school needs to focus on writing a high quality Sports College plan that addresses the local needs identified through the audit and meets the DfES specialist schools criteria. This becomes the basis of their “SSCo family plan”.

#### **Own SSCo school targets:**

This roughly equates to 1 day per week of the original SSCo post.

The Sports College school plan will contribute to targets around participation in PE, OSHL and community sport so may reflect many of the SSCo targets for secondary school pupils. It will also usually incorporate targets around leadership development, again reflecting previous SSCo targets. The Sports College wider community plan may include targets around club or performance sport development, similar to those in the SSCo plan.

#### **Partner secondary school targets:**

For the Sports College plan this is likely to focus on curriculum development so there is unlikely to be overlap or conflict with the partner secondary school’s own SSCo targets, which should focus on extra-curricular developments. The Sports College work will have additional outcomes for that partner secondary school. If the Sports College plan does intend to address OSHL with the partner secondary school, the targets need to differ from those that are already in that partner school’s SSCo plans.

#### **Partner primary/special school targets:**

This roughly equates to 1 day per week of the original SSCo post.

The Sports College plan is likely to focus on raising standards of teaching, learning and attainment in primary and special schools. It is unlikely that the SSCo would have been driving this area of development as their focus should have been more on co-ordinating support or on extra-curricular activity. In which case, the Sports College plan is likely to have a much deeper and narrower focus than the SSCo family plan did. The PLTs can still use their release time to work with the Sports College on this area of development as they are tasked with raising the quality of physical education.

The wider SSCo family plan targets around OSHL, festivals, links with community sport may need to be adjusted or they may be achieved through alternative strategies. For example, the Sports College community plan may still support the primary schools with OSHL, as a vehicle for raising attainment. The Sports College school plan may include targets around leadership development at KS4 & post 16. Could these young leaders still organise and run primary festivals and OSHL clubs achieving both the Sports College school plan and the original SSCo family plan targets? The Sports College wider community plan may include targets around club and coach development, recruitment and training of AOTTs etc. Could these areas of development still benefit the primary school pupils and so contribute to the SSCo family plan?