



# High quality competition principles

High Quality Competition Environments for All

Jennifer Knight and Madeleine Campbell

## WHICH AREA OF THE SGO TASK LIST DOES THIS IMPACT?

1	Increasing engagement in School Games
2	Developing competitive opportunities
3	Increasing and sustaining participation
4	Workforce – Broadening the range of participation opportunities

## ABOUT JENNIFER & MADELEINE

Hampshire SGOs Jennifer Knight and Madeleine Campbell worked collaboratively on this project. Jennifer works three days per week as an SGO and Madeleine works three days per week as an SGO with two days' further capacity for her additional services to schools. Both SGOs cover 50+ schools each in the Havant and Portsmouth areas of Hampshire. Deprivation levels across the areas are varied.

Jennifer Knight, Havant SGO  
[jennifer.knight@hsdc.ac.uk](mailto:jennifer.knight@hsdc.ac.uk)

Madeleine Campbell, Portsmouth SGO



### WHY

- Schools were selecting the same children to attend competitions.
- The same schools were winning all of the competitions and the SGOs didn't want other schools to be put off entering.
- There was a lack of opportunities for children within KS1.
- Schools did not understand the different competition levels of Pathway, Development and Festivals.



### ACTION

- The SGOs introduced a tiered system:
  - » Gold level event – pathway through to the county school finals.
  - » Silver level event – participation event.
  - » Bronze level event – Change4Life festival or other low level activity or festival.
- Football, for example, has a gold, silver, and bronze level event, but each with a different outcome at the event.
- This worked really well in the athletics tiered events. The children were competing in similar ability levels and track events no longer highlighted the children with low levels of competence.
- The SGOs introduced alternative sports into the competition calendar to attract different children, such as orienteering, karate, ultimate frisbee, etc.
- The SGOs also introduced some KS1 events too.
- Schools were given lots of information in meetings about which children each tier was targeted at. Schools are now very clear about the criteria for each event and which children to select for which event.
- This also highlighted to the SGOs where the gaps in provision were, so they could target new events and the competition calendar was fully inclusive.
- The SGOs delivered training to Sports Leaders for the events and ensured they not only knew the rules of the event but were also trained to deliver to the different types of children attending.

# SCHOOL GAMES



## IMPACT

- Participation figures have risen across both SGO areas each year, over the last four years. This shows an increase of over 2,000 young people annually.
- An increase in the number of schools entering A, B and C teams into events using the different tiers.
- More children taking part in competitions and festivals. It is no longer the same children coming out all of the time.
- More schools are achieving success at competitions.



## NEXT

- Work with more local sports clubs to increase the opportunities for the children to take part in sport outside of school.
- Target different sports so that the children are given a wider offer. The SGOs are currently engaging with the local Flat Green Bowls club.
- Keep offering a wide variety, but ensuring the competitions become embedded into schools.
- Keep encouraging the least active children to become involved.
- Reduce the barriers for pupils with SEND to access competitive opportunities.
- Create better pathways from intra to inter school competitions.
- Encourage more sports leaders to run the bronze level events.



## TIPS

- Make sure it is clear who the target audience is for each event.
- Introduce the tiered system slowly. Try it with a couple of sports or events to start with.
- Ensure you educate the schools about why you are doing this and make sure they fully understand. Using the High-Quality Competition Principles Tool will help with this.

