In England pupils spend 123 minutes per week participating in curriculum sport (primary) decreasing to 107 minutes in secondary (Quick et al, 2010). In a number of countries across Europe more curricular time is devoted to sport and other physical activities (Eurydice, 2013). After London 2012, pupil interest in sport is still relatively high with many encouraged to take up a new sport (DCMS, 2013). There are examples of excellent school- and local cluster-based practice in developing a 2012 legacy through PE and school sport. However, many of these are isolated and localised. This paper will consider a model, based on three linked tiers of organisation, which could provide a strategic and coherent national infrastructure for the commissioning and delivery of PE, School and Community Sport, whilst also retaining capacity for local focus and priorities.

The ethnographic research methodology focused on the basis for a national delivery framework for progression through primary, secondary and FE educational partnerships, across and into community and club-based sports participation for children and young people. The process entailed bringing together Local School Games Organising Committees, Youth Sport Trust Regional Partner School Networks and County Sports Partnerships into a series of local steering groups based on a common core membership and taking responsibility for the commissioning and delivery of school and community sport within counties or identified geographic units. The hypothesis was that a structure of this type would maximise school and community based opportunities for children and young people across England.

The evidence of outstanding localised practice include- the establishment of a series of Paralympic sports "taster" festivals for partnerships of primary schools in West Berkshire; a weekly mixed Year 3-4 football league for local primary schools at Park House School (West Berkshire); a "Sporting Scholars" scheme across primary partner schools (Park House School) and a partnership between Achievement for All 3As and Youth Sport Trust enabling a number of head teachers to raise achievement through sport (provision included a number of less commonplace school sports).

The contribution to knowledge of this research is that where legacy activity of this type is established it can have a wider impact on school improvement, including positive Ofsted outcomes in relation to Social, Moral, Spiritual and Cultural Development.