



Chapter 35

Going the extra mile

The contribution of privately educated members of Team GB to the summer Olympic Games of 2016

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Abstract

This essay examines the schooling of all members of Team GB for the summer Olympic Games of 2016 at Rio de Janeiro, and compares the contribution of its privately educated and state educated members in terms of performance in competition and medals won. It is a sequel to ‘One of the Worst Statistics in British Sport, and Wholly Unacceptable’: The Contribution of Privately Educated Members of Team GB to the Summer Olympic Games, 2000–2012, published in *The International Journal of the History of Sport* in 2013. On-line research using the websites of schools, sports associations, governing bodies of sport, Olympic associations and the media, together with biographies of sportsmen and sportswomen, provided information about each team member’s schooling, sporting background and Olympic record. The findings for 2016 are compared to those for the Olympic Games of 2000, 2004, 2008 and 2012. Assessment

of the contribution of these schools to Team GB at recent summer Olympic Games – and to international sport in general – by politicians, sports leaders and physical education lobbyists has largely been informed by speculation. This essay provides the facts.

Introduction

The presence of privately educated sportsmen and sportswomen in Team GB, the Olympic representatives of Great Britain and Northern Ireland, continued to be as newsworthy and politically contentious before, during and after the Rio de Janeiro Olympic Games of 2016 as it had been four years earlier in London, but the tone of the observations and comments had changed. In 2012 there was the subliminal suggestion that private independent schools were hogging the sporting limelight and the outright complaint that state schools were not pulling their weight; by 2016, however, both stances had softened. Independent schools were now congratulated on their continued achievements and state schools were lauded for their greater contribution to the nation's glory: Team GB won two more medals in Rio than in London and lifted its position in the medal table from third to second, overtaking China but still well behind the USA.

Sir Peter Lampl, Chairman of the Sutton Trust – a 'do tank' that manages, develops and evaluates programmes to address educational inequality – reflected the new mood in a press release: 'The success of Team GB in Rio has been a national triumph. It's been fantastic to see a growing number of our national heroes coming from comprehensive and other state schools. But alumni of private schools are still over-represented among our medallists. Although some state schools have improved support for competitive sport over the last decade, they're still more likely to benefit from ample time set aside for sport, excellent sporting facilities and highly qualified coaches'.¹ Matt Dickinson, Chief Sports Writer at *The Times* was pithier – 'No one can dispute that Team GB are remarkably successful. But there is a debate to be had over whether they are too posh, too privileged, and too white.' – and his sub-editor coined the eye-catching headline, 'Golds galore but are Team GB too posh?'²

This essay is a sequel to 'One of the Worst Statistics in British Sport, and Wholly Unacceptable': The Contribution of Privately Educated Members of Team GB to the Summer Olympic Games, 2000–2012, published in *The International Journal of the History of Sport* in 2013 and it extends the analysis to Rio 2016.³ With accurate figures rather than speculative headlines at their

1. *The Guardian*, 22 August 2016: <https://www.theguardian.com/education/2016/aug/22/third-britain-medallists-rio-olympics-private-schools-sutton-trust>. (accessed 28 August 2016).

2. *The Times*, 18 August 2016: <http://www.thetimes.co.uk/article/golds-galore-but-are-team-gb-too-posh-kdx09fj69>. (accessed 28 August 2016).

3. Malcolm Tozer, 'One of the Worst Statistics in British Sport, and Wholly Unacceptable': The Contribution of Privately Educated Members of Team GB to the Summer Olympic Games, 2000–2012, *The*

disposal, politicians, sports leaders and physical education lobbyists will be better equipped to plan future provision, whether physical education and sport in state schools or post-school pathways to international representation.

Method

Georgina Belcher, Communications Officer at the Independent Schools Council, identified the members of Team GB for the 2016 summer Olympic Games who had been educated at British independent schools. They are summarised in the Appendix. Almost all were former pupils but a few were still attending school at the time of their competition. *The Independent Schools Yearbook* provided information about their schools.⁴ Most of the other team members had been educated at British state schools, but at least eight had been taught at foreign schools and came to Britain as adults, and a few may have attended British independent schools but escaped Ms Belcher's detection. On-line research using the websites of schools, sports associations, governing bodies of sport, Olympic associations and the media, together with the biographies of sportsmen and sportswomen, provided information about each team member's Olympic record.

Findings and Discussion

Team GB

As Table 1 shows, the 360-strong Team GB for 2016 was much smaller than that for the London Games of 2012 but larger than that for the earlier Olympic Games. Britain, as the host nation, had been entitled to enter teams for all 29 sports.

As predicted in the earlier essay, six sports comprising 139 competitors were dropped from Team GB for Rio, not least because they failed to contribute to the medal haul. These were basketball, football, handball, volleyball, water polo and wrestling. Six other sports that had failed to meet their medal target in London as set by the funding agency, UK Sport, saw their team numbers cut for Rio: fencing 10 to 3; judo 14 to 7; shooting 11 to 6; synchronized swimming 9 to 2; table tennis 6 to 3; and weight lifting 5 to 2. These changes had little effect on independent school numbers – a total of just 9 in 2012 – but they severely reduced state school (plus foreign school) participation: 348 in 2012 fell to 275 in 2016, a drop of 21%. Two sports were added to the Rio programme, golf and rugby sevens, to make the total 25, and both had entries from Team GB.

The number of privately educated members of Team GB steadily increased from 41 to 94 between 2000 and 2012, and then dipped to 85 in 2016. However, as Team GB for Rio was much smaller than that for London, the

International Journal of the History of Sport, 30, no. 1 (2013), 1436-1451.

4. <http://www.isyb.co.uk/>. (accessed 28 August 2016).

independent school contribution increased from 17.3% to 23.4%. The total for the five Games was 347, or 19.4% – one-fifth rather than the oft-quoted fraction of one-third.

As around 7% of the total British school population is educated privately, the figure of 19.4% in Team GB lends support to the assertion that independent schools punch well above their weight in Olympic sports. However, since most pupils in independent schools stay on in full-time education until the age of 18, it might be more appropriate to compare that 19.4% with the percentage of the total school population over the age of 16 who are educated in independent schools. That figure is 18%. The Team GB percentage is just above that value for three Games and just below in the other two; this perhaps suggests that independent schools win their fair share of places – and no more.

Gender

Table 1 shows that men outnumbered women in Team GB at all five Olympic Games. The gap closed between 2000 and 2012 but then opened wide in 2016: a slight drop in the number of privately educated women was dwarfed by a massive fall for those from state (and foreign) schools, 214 in London down to 117 in Rio.

After a lean year in 2000, the number of men who were privately educated stayed steady at about 20%. The picture is markedly different for women who were privately educated; their contribution steadily rose from 8.5% to 26.4%. Men from independent schools made up a fifth of the team at Rio, women a quarter. The composition of the independent school group in Team GB for the Rio Games had gender equality – 42 women and 43 men. In the one sport where men and women competed on equal terms, equestrianism, the battle of the sexes was a draw.

School type

The 85 privately educated team members for Rio attended 75 different schools. 34 schools gained their first Olympian of the new millennium in 2016. Four schools were represented at all five Games: Eton College, George Watson's College, King's School in Canterbury and Millfield School.

The 347 privately educated members of Team GB for the five Olympic Games attended 150 schools. The 150 comprised 88 co-educational schools (or 58%) and 62 single-sex schools (or 42%) with figures close to the national proportion of schools of each type (60% co-educational; 40% single-sex).

The same 150 schools comprised 78 day schools, 3 boarding schools and 69 mixed day-and-boarding schools – or 78 day schools (52%) and 72 schools with boarding (48%). As schools with boarding make up 40% of all independent schools for all age groups, and the number of schools with

boarding increases markedly from age 11, these figures probably match the percentage of senior schools in each type.

Overall no one type of school had more than its fair share of success – whether co-educational or single-sex, or day or boarding.

Schools

Schools with multiple competitors at Rio were Millfield School, 5; Eton College, 3; Bradford Grammar School, Ipswich School, King's School in Canterbury, Plymouth College and Repton School, 2 each.

Schools with most representation over all five Games were Millfield School with 21; Eton College, 15; King's School in Chester and Kingston Grammar School, 9; King's School in Canterbury, 8; King Edward VI School, Southampton, 7; Bradford Grammar School, George Watson's College, Kelly College, Monkton Combe School, Repton School and Truro School, 5 each.

All Olympians from King's School in Canterbury and Monkton Combe School were rowers whereas Millfield School's 21 competed in six different sports – athletics, fencing, hockey, rowing, shooting and swimming. Eton College's 15 covered three sports – athletics, equestrianism and rowing – whereas Repton School's 5 all played hockey.

Some privately educated members of Team GB attended schools with a strong tradition in one, or perhaps two, Olympic sports – particularly rowing and hockey – whereas many more applied their comprehensive physical education and sports coaching to a whole range of Olympic sports. Millfield School's breadth of provision is unique.

Other schools

At the present time around 700 independent schools in the United Kingdom educate children from the age of 11 to 19 years. As only 150 of these schools, about 21%, have provided members for Team GB in the period 2000-2016, the sporting record of these other schools needs to be examined.

The final chapter of *Physical Education and Sport in Independent Schools* contains a table that lists 720 names of current and former pupils of independent schools in the United Kingdom who had represented their country at full international level at any sport in the period 2000-2012.⁵ The table was kept up to date on-line until the Winter Olympics at Sochi in 2014, when the list had expanded to 881 names.⁶ The vast majority, 817, competed for Great Britain or for one of the constituent home countries, the remainder for foreign nations.

5. Malcolm Tozer (ed), *Physical Education and Sport in Independent Schools* (Woodbridge: John Catt Educational, 2012).

6. <http://www.peandsports.co.uk/table.htm>. (accessed 28 August 2016).

Millfield School also tops this list of British internationals with 60 names, well ahead of the second-placed Dulwich College with 22. Other schools with more than 10 names are Gresham's School (21), Repton School (18), Wellington College (18), Kelly College (17), St Catherine's School (17), Uppingham School (17), Eton College (16), Kingston Grammar School (15), The Lady Eleanor Holles School (14), Berkhamsted School (12), Brighton College (12), Colston's Collegiate School (12), Brentwood School (11), Whitgift School (11), Llandoverly College (10) and Merchiston Castle School (10).

Seven of these 18 schools with strong sporting traditions sent not a single representative to the last five Olympic Games: Brighton College, Colston's Collegiate School, Gresham's School, The Lady Eleanor Holles School, Llandoverly College, Merchiston Castle School, and Uppingham School. There are two explanations. The first is that each of these schools has a national reputation in a sport that is not included in the Olympic Games. The Lady Eleanor Holles School is famous for lacrosse; Colston's Collegiate School, Llandoverly College and Merchiston Castle School are formidable rugby union schools (the 15-a-side version); Gresham's School and Uppingham School are renowned shooting schools – but their Bisley discipline is not included in the Olympic Games; and Brighton College excels at cricket for boys and girls. The second explanation is that some of their international representatives did play sports that are included in the Olympic Games but they did not gain places in the quadrennial Team GB.

Sports

Privately educated members of Team GB were not present in all sports at Rio. Seven of the 25 sports had no representatives from independent schools: these were archery, badminton, boxing, golf, judo, table tennis and taekwondo. Sports with the highest representation at Rio were rowing (19), hockey (13), athletics (9), rugby sevens (7), equestrianism and swimming (6 each). The order changes if the proportion of the total number of competitors in each sport is calculated: current and former pupils of independent schools made sizeable contributions to the teams in tennis (57%); equestrianism, fencing, modern pentathlon, synchronized swimming, and triathlon (50%); rowing (44%), hockey (40%), shooting (33%), rugby sevens (29%), swimming (21%) and sailing (13%).

Extending the count to cover all five Games sees rowing top with 95, followed by hockey (49), athletics (37), swimming (35), equestrianism (29), and sailing (19). As above, the order changes if the proportion of the total number of competitors in each sport is calculated: equestrianism (c45%), rowing (c40%), hockey (c30%), sailing (c25%), tennis (c25%), swimming (c18%), fencing (c15%), triathlon (c13%), athletics (c9%), shooting (c9%)

and gymnastics (c7%). These percentages are approximate as team totals vary slightly at each Olympic Games.

Performance

Turning attention to performance and success, let us examine how many competitors reached the top eight positions in their sport or, in the case of multi-event sports such as gymnastics and swimming, who reached the top eight in one of their events. The findings are summarized in Table 2.

Over half of Team GB, or 60.8%, matched this achievement at Rio, equalling the performance at Beijing and bettering that at the other three Games. The percentage at Rio was slightly lower for team members who had not been educated at independent schools: 159 of 275 or 57.8%. At first glance this is a marked improvement on the performance at the London Games but three factors need to be put into the assessment. First, the number in this schools' group competing at Rio was much smaller than in London, 275 compared to 448; secondly, the Rio team was more highly selective than its predecessor; and, thirdly, six of the eight team members whose whole or final schooling was abroad were in the successful category. If adjustments are made to accommodate those factors – 153 competitors from a team of 440 – the percentage becomes 34.7%, almost the same as in London.

Team members who had been educated at independent schools performed better: 60 of 85, or 70.6%, reached the top eight. This is slightly lower than in all the previous Games bar Athens. The average for all five Games was 73.2%.

An alternative method of measuring success is to award the top eight finalists points from eight to one, with no points at all for the remaining competitors. These scores are also shown in Table 2 and, once again, they refer to each competitor's best event.

The average points at Rio for those who had not been educated at independent schools was 3.23, and for those educated privately it was 4.35. Translating these figures to places, the former equates to better than 6th in the final, the latter to better than 5th. State schools have improved since London but, once again, the reduced team numbers, the higher selective criteria, and the contribution of those educated abroad magnify the actual improvement by the competitors.

The average score over the five Olympic Games for those not educated at independent schools was 2.21 – or better than 7th; whilst those from independent schools scored 4.09 – or better than 5th. Sportsmen and sportswomen educated at independent schools may have won only their fair share of places in Team GB, but they were over-represented at the sharp end of competition.

Best sports

Privately educated members of Team GB have made significant contributions in eight of the Olympic sports as shown in Table 3. Top eight places were achieved by nearly all the privately educated competitors at all five Olympic Games in cycling, equestrianism, hockey, modern pentathlon, rowing, sailing and swimming, and by nearly half of those in athletics. It is true that team numbers in some of these sports are very small – for example in cycling and modern pentathlon – but the contributions are nonetheless significant.

The top eight hit-rate is impressive: 73.2%, or nearly three-quarters, of all the privately educated members of Team GB over the five Olympic Games reached the top eight in their best event.

Medals

Most observers, however, will judge success in the Olympic Games on the number of gold, silver and bronze medals won. The findings are summarised in Table 4.

The number of members of Team GB who won medals rises steadily from 48 at Sydney in 2000 to 130 at Rio in 2016 – it must be remembered that each member of medal-winning groups, for example relay squads in athletics and teams in hockey, receives a medal. A few competitors won more than one medal at each Games but are counted only once. Team members who had not been educated at independent schools saw their total increase from 32 in Sydney to 67 in London, and then leap to 85 in Rio. Their privately educated teammates increased their total from 16 in Sydney to 45 in London, but then it dipped to 42 in Rio. Comparing the percentage of each group winning medals at London and Rio is more revealing. The independent school total remains steady, 47.9% and 49.4%, but the state-plus-foreign school total soars from 15.0% to 32.0%. As reported earlier, state schools have improved their contribution since London but the reduced team numbers and the higher selection criteria are the main factors that boosted performance. Team GB at Rio was much more efficient than its London predecessor.

Olympic champions

British independent schools produced 21 Olympic champions at Rio, 24.7% of the group, and 66 in the period 2000–2016 – remember that each member of a winning squad or team receives a medal. Most notable amongst them are: Ben Ainslie (sailing), who won gold in four Games; Chris Hoy (cycling), who won six golds over three Games; and Andrew Triggs Hodge (rowing), who won golds in 2008, 2012 and 2016. These three attended different independent schools.

British state schools produced 57 Olympic champions at Rio, 21.3% of the group, and their best performance of the five Games. There were four

multiple champions: Jason Kenny (cycling) with three gold medals, and Mo Farah (athletics), Laura Trott (cycling) and Max Whitlock (gymnastics) with two each.

In terms of gold medals, team members from British independent schools and British state schools performed equally brilliantly at a bumper Games.

Sports scholarships

Scholarships granting remission of fees are awarded by independent schools to candidates of proven ability or perceived potential. Most are given for academic prowess but music, art, sport, design, technology and information technology are increasingly being added to the list in accordance with holistic principles. Full information about these scholarships is included in my earlier essay.⁷

Schools do not divulge personal and financial information about their current and former pupils but they do advertize openly in the annual *Independent Schools Yearbook* and on their websites whether or not they award sports scholarships.⁸ Of the 75 independent schools attended by members of Team GB for Rio 2016, 38 or 51% currently offer sports or all-rounder scholarships and 37 or 49% do not. The matching figures for London 2012 were 42 or 55% and 34 or 45%. These figures, of course, may have been different when the team members were at school.

Summary

Matt Dickinson's observation on the Rio Games, published in *The Times*, was quoted in the Introduction: 'No one can dispute that Team GB are remarkably successful. But there is a debate to be had over whether they are too posh, too privileged, and too white.' The answers to the three parts are 'no', 'no', and 'no'. Before expanding on those answers, it would be useful to have a summary of all the findings from the previous sections.

First, for Rio 2016:

- A total of 85 members of Team GB attended independent schools.
- They constituted 23% of the team, an increase on London.
- Six sports comprising 139 competitors were dropped from Team GB for Rio, and the team was more highly selective than its London predecessor. These changes had little effect on independent school numbers but severely reduced state school participation, thus increasing the independent school percentage.
- Men from independent schools made up one-fifth of the team, women one-quarter. The actual numbers were almost equal, 43 men and 42 women.

7. Tozer, 'One of the Worst Statistics', 1447-1448.

8. Judy Mott (ed.), *Independent Schools Yearbook, 2015-2016* (London: A. & C. Black, 2015); <http://www.isyb.co.uk/>. (accessed 29 August 2016).

- The proportion of women from other schools fell from 39% in London to 32% in Rio.
- The 85 privately educated team members attended 75 different schools.
- 34 schools gained their first Olympian of the new millennium.
- Schools with multiple competitors were Millfield School, 5; Eton College, 3; Bradford Grammar School, Ipswich School, King's School in Canterbury, Plymouth College and Repton School, 2 each.
- Rowing, hockey, swimming, athletics, rugby sevens, equestrianism and swimming had most representatives.
- Tennis, equestrianism, fencing, modern pentathlon, synchronized swimming, triathlon, rowing and hockey had the largest concentrations of privately educated competitors.
- 65 of the 85 privately educated members of Team GB, or 73%, finished in the top eight positions in one of their events. The figures for the rest of Team GB were 159 of 275, or 58%.
- The 85 comprised 42 medallists, a strike-rate of 49%. The figures for the rest of Team GB were 88 of 275, or 32%.
- The percentages of medallists at London and Rio were approximately equal for the privately educated team members but improved dramatically from 15% to 32% for the rest of Team GB.
- Team GB at Rio was much more efficient than its London predecessor.
- Those educated at independent schools comprised less than a quarter of Team GB, 23.4%, but supplied about one-third of the medallists, 32.3%.
- Independent schools produced 21 Olympic champions at Rio, a strike-rate of 25%.
- State schools produced 57 Olympic champions at Rio, a strike-rate of 21%, and their best performance of the five Games. There were four multiple champions: Jason Kenny (cycling) with three gold medals, and Mo Farah (athletics), Laura Trott (cycling) and Max Whitlock (gymnastics) with two each.
- 38 of the 75 schools, or 51%, attended by the 85 privately educated team members currently offer sports scholarships or all-rounder scholarships. These figures may have been different when the team members were at school.

Turning to the five Olympic Games of the new millennium:

- A total of 347 members of Team GB attended independent schools.
- They constituted 19% of the five teams.
- It is debatable whether or not they won more than their share of team places.

- The 19% is much greater than the 7% of the national school population who attend independent schools but comparable to the 18% of that population who stay on at these schools until the age of 18.
- Men from independent schools made up one-fifth of the five teams, women one-quarter.
- The 347 privately educated team members attended 150 different schools.
- The 150 comprised 88 co-educational schools and 62 single-sex schools.
- The 150 comprised 78 day schools and 72 schools with boarding.
- No one type of school had more than its fair share of success – whether co-educational or single-sex, or day or boarding.
- Schools with most representatives over the five Olympic Games were: Millfield School with 21; Eton College, 15; King’s School in Chester and Kingston Grammar School, 9.
- About 21% of senior independent schools provided members for Team GB in the period 2000-2016.
- Many more senior independent schools have strong sporting reputations in non-Olympic sports such as cricket, lacrosse and rugby union (15-a-side version).
- Rowing, hockey, athletics, swimming, equestrianism and sailing had most representatives at the five Games.
- Equestrianism, rowing, hockey, sailing, tennis and swimming had the largest concentrations of privately educated competitors.
- A total 254 of the 347 privately educated members of Team GB, or 73%, finished in the top eight positions in one of their events in one of the five Olympic Games.
- Independent schools provided 142 medallists – a strike-rate of 41%.
- Those educated at independent schools supplied about one-third of Team GB’s medallists at the five Games, with an overall contribution of 35%.
- 84 of the 150 independent schools, or 56%, currently offer sports scholarships or all-rounder scholarships.

Conclusion

Sir Peter Lampl’s analysis, quoted in the Introduction is correct: ‘The success of Team GB in Rio has been a national triumph. It’s been fantastic to see a growing number of our national heroes coming from comprehensive and other state schools. But alumni of private schools are still over-represented among our medallists.’ That Team GB won more medals in Rio than in London, and lifted its position in the medal table from third to second, was indeed a national triumph. His second point is also correct, for the biggest

heroes of the Games – Jason Kenny, Mo Farah, Laura Trott and Max Whitlock – were all educated at state schools. They will surely inspire the next generation. And so too is his third point, for the one-quarter of Team GB who were educated at independent schools won one-third of the medals. His call that state schools still need to do more to support competitive sport is valid. And, he might have added, particularly so for girls.

Matt Dickinson's summary can now be answered in full: 'No one can dispute that Team GB are remarkably successful. But there is a debate to be had over whether they are too posh, too privileged, and too white.' 'Too posh' and 'too privileged' are aimed at the independent schools. Yes, their contribution to the success of Team GB increased at Rio, but only in percentage terms. The culling of unsuccessful sports and the raising of the selection criteria after London had negligible effect on the number of privately educated competitors selected for Rio, nor on their performance once there. It was the drop in state school numbers that boosted the independent school proportion.

That leaves 'too white'. Information from the Independent Schools Council's 2016 census shows that 70% of pupils at independent schools in Britain are classed as 'White British'.⁹ Analysis by the Department for Education, published in January 2015, records that 'White British' children represent 70% of primary school pupils in England and 74% of secondary pupils.¹⁰ The figures for all pupils in the much smaller populations of Scotland, Wales and Northern Ireland in 2015 are 87%, 90% and 98%.¹¹ As just 18 of the 150 independent schools that provided Olympic competitors between 2000 and 2016 are situated in Scotland, Wales, Northern Ireland, the Channel Islands and the Isle of Man, one can safely assert that the 'White British' percentage at independent schools matches the national one. In addition, as it is highly unlikely that pupils from ethnic minorities are excluded from sport at independent schools, these schools are doing their bit to boost ethnic minority representation in Team GB.

At the close of the earlier essay, I asked what enabled privately educated members of Team GB to make such a significant contribution at the quadrennial Olympic Games. Was it the time allocated to physical education and sport in the curricular and extra-curricular timetables of independent schools? Was it the provision of sports centres and playing-fields? Was it that boys and girls are equally willing to play sport? Was it the parental demand

9. http://www.isc.co.uk/media/3179/isc_census_2016_final.pdf. (accessed 30 August 2016).

10. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/433680/SFR16_2015_Main_Text.pdf. (accessed 30 August 2016).

11. <http://www.gov.scot/Topics/People/Equality/Equalities/DataGrid/Ethnicity/EthSchEd>; <http://gov.wales/docs/statistics/2016/160727-school-census-results-2016-en.pdf>; and http://www.nisra.gov.uk/Census/key_stats_bulletin_2011.pdf. (all accessed 30 August 2016).

that all pupils should be offered the chance to compete in school teams? Was it the contribution of teachers and coaches? Was it the sporting tradition maintained by governors and head teachers? Was it the expectation of high achievement, or the regular competition and co-operation amongst pupils, or the collective ‘you can do it’ philosophy? Or was it a combination of some or all of these?

In 8 May 2013 I sent a copy of that essay to Sir Michael Wilshaw, Her Majesty’s Chief Inspector of Education, Children’s Services and Skills; it was acknowledged on 20 May.¹² At about the same time, Sir Michael commissioned a survey to compare the provision of sport at state and independent schools. The findings were published on 20 June 2014. In a section of the report titled ‘How do successful maintained schools and academies match the independent sector?’, two head teachers shared the secrets of their success. The first reported: ‘Sport is part of our culture of “going the extra mile” in order to provide additional opportunities for students, hence staff volunteer to help. Coaches are paid for their work, but teaching staff are not, regarding volunteering their time as part of the education of the whole person.’ The second added: ‘Staff see volunteering to provide competitive sport as part of their profession. They are highly committed.’¹³

The report was given the title, *Going the extra mile: excellence in competitive school sport*.

12. Emails, 8 & 20 May 2013.

13. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/379146/Going_the_extra_mile_-_excellence_in_competitive_school_sport.pdf. (accessed 30 August 2016).

Table 1 The composition of Team GB, Summer Olympics 2000-2016

	Sydney 2000	Athens 2004	Beijing 2008	London 2012	Rio 2016
Team GB	313	262	316	542	360
Men	183	160	170	280	201
% of Team	58.5	61.1	53.8	51.7	55.8
Women	130	102	146	262	159
% of Team	41.5	38.9	46.2	48.3	44.2
Sports	23	22	22	29	25
Independent	41	54	73	94	85
% of Team	13.1	20.6	23.1	17.3	23.4
Men	30	37	39	46	43
% of Men	16.4	23.1	22.9	16.4	21.4
Women	11	17	34	48	42
% of Women	8.5	16.7	23.3	18.3	26.4

Table 2 Top-8 finalists for Team GB, Summer Olympics 2000-2016

IS = Independent Schools	Sydney 2000	Athens 2004	Beijing 2008	London 2012	Rio 2016
Non-IS in Team	272	208	243	448	275
Top-8 finalists	97	92	134	166	159
% of non-IS	35.7	44.2	55.1	37.1	57.8
Average points	1.65	2.18	2.47	1.79	3.23
IS in Team	41	54	73	94	85
Top-8 finalists	33	30	58	73	60
% of IS	80.5	55.6	79.5	77.7	70.6
Average points	4.34	2.81	4.07	4.47	4.35

Table 3 Selected independent school top-8 finalists for Team GB, Summer Olympics 2000-2016

	Sydney 2000			Athens 2004			Beijing 2008			London 2012			Rio 2016			Total 2000-2016		
	8	IS	Av	8	IS	Av	8	IS	Av	8	IS	Av	8	IS	Av	8	IS	%
Ath	4	5	3.00	1	6	0.83	5	7	2.71	3	10	1.30	3	9	1.11	16	37	43.2
Cyc	2	2	7.00	1	2	4.00	2	2	7.50	2	2	5.50	1	2	4.00	8	10	80.0
Equ	2	3	3.00	4	5	4.60	7	7	5.00	8	8	7.38	6	6	6.00	27	29	93.1
Hoc	7	7	3.00	0	5	0.00	10	10	3.50	14	14	5.77	9	14	5.14	40	50	80.0
Mod	2	2	7.00	2	2	3.50	1	1	7.00	0	0	0.00	1	2	1.50	6	7	85.7
Row	12	14	6.00	9	17	3.24	19	21	5.74	24	24	6.13	18	19	6.23	82	95	86.3
Sai	2	2	8.00	4	4	5.50	4	6	5.33	4	4	7.25	2	3	3.00	16	19	84.2
Swi	3	6	2.00	8	8	3.13	7	9	3.44	7	8	2.75	4	6	8.33	29	37	78.4

8 = the number of IS competitors who reached the top-8 in their best event;
 IS = the number of competitors from independent schools;
 Av = the average points of all IS competitors in the sport – 8 for 1st, 7 for 2nd, etc;
 % = the percentage of all IS competitors in the sport who reached the top 8 in their best event.

Table 4 Medallists (or top-3) for Team GB, Summer Olympics 2000-2016

IS = Independent Schools	Sydney 2000	Athens 2004	Beijing 2008	London 2012	Rio 2016
Non-IS in Team	272	208	243	448	275
Medallists	32	36	44	67	88
% of non-IS	11.8	17.3	18.1	15.0	32.0
IS in Team	41	54	73	94	85
Medallists	16	15	26	45	42
% of IS	39.0	27.3	35.6	47.9	49.4
% of medallists					
Non-IS	67.3	73.4	62.3	62.5	67.7
IS	32.7	26.6	37.7	37.5	32.3

Appendix - Table 5 Independent schools represented at the Summer Olympics, 2000-2016

School	2000	2004	2008	2012	2016	2000 to 2016	Co-ed or single	Board day or mix	Schol possible
Abbey Gate, Chester				1		1	c	d	Yes
Abingdon		1	1			2	s	m	Yes
American School, London		1				1	c	d	No
Bablake		1	1	1	1	4	s	d	No
Bedford				1	1	2	s	m	Yes
Bedford High@	*1					1	s	d	No
Bedford Modern	1					1	c	d	Yes
Bedgebury, Hawkhurst			1	1		2	s	b	No
Bede's					1	1	c	m	Yes
Belmont Grosvenor		1	1	1	1	4	c	d	No
Benenden		1				1	s	b	Yes
Berkhamsted					1	1	c	m	Yes
Birkenhead High*					1	1	s	d	No
Bishop's Stortford				1		1	c	m	Yes
Blue Coat, Birmingham					1	1	c	d	No
Bolton Boys'				1		1	s	d	No
Bootham		1				1	c	m	No
Bradford Grammar			1	2	2	5	s	d	No
Brentwood			1			1	c	m	Yes
Brighton & Hove High	1	1				2	s	d	Yes
Bristol Grammar				1	1	2	s	d	Yes
Bromsgrove				1		1	c	m	Yes
Christ's Hospital		1				1	c	m	No
Claires Court					1	1	c	d	No
Clifton			1	1	1	3	c	m	Yes
Cobham Hall					1	1	s	m	Yes
Croydon High					1	1	s	d	Yes
Culford			*1			1	c	m	Yes
Cundall Manor		1	1	1		3	c	d	No
Dame Alice Harpur@		1	1			2	s	d	No
Dean Close			1			1	c	m	Yes
Dollar Academy				1	1	2	c	m	No

Physical Education and Sport

Downe House			2	1		3	s	m	Yes
Dulwich	1	2				3	s	m	Yes
Durham High					1	1	s	d	Yes
Elizabeth Coll, Guernsey	1	1		1	1	4	s	d	No
Ellesmere	1	1		1		3	c	m	Yes
Eltham				1		1	s	d	Yes
Eton	3	3	3	3	3	15	s	b	No
Ewell Castle		1				1	c	d	Yes
Exeter			2			2	c	d	No
Farnborough Hill			1	1	1	3	s	d	Yes
George Heriot's					1	1	c	d	No
George Watson's	1	1	1	1	1	5	c	d	No
Glasgow Academy			1	1	1	3	c	d	No
Glenalmond			1	1		2	c	m	Yes
Gordonstoun				2	1	3	c	m	No
Hampton	1			1		2	s	d	No
Headington			1	1	1	3	s	m	Yes
High School of Dundee				1	1	2	c	d	No
Howell's, Llandaff				1	1	2	s	d	No
Hulme Grammar, Old'm				1	1	2	s	d	No
Hurst Lodge, Ascot			1	1		2	c	m	No
Ipswich				1	2	3	c	m	Yes
James Allen's	1					1	s	d	Yes
Kelly	*2	1	*2			5	c	m	Yes
Kimbolton					1	1	c	m	Yes
King Edward VI, S'ton	1	2	2	2		7	c	d	No
King Edward's, Bath				1		1	c	d	Yes
King's College School				1		1	s	d	Yes
King's, Canterbury	2	1	1	2	2	8	c	m	Yes
King's, Chester		1	3	4	1	9	c	d	No
King's, Ely		1	1	1		3	c	m	Yes
King's, Macclesfield				1		1	c	d	No
King's, Taunton					1	1	c	m	Yes
King's, Tynemouth*		1				1	c	d	No
King's, Worcester			1	1		2	c	d	No
Kingston Grammar	4	4		1		9	c	d	Yes

Physical Education and Sport in Independent Schools

Kirkham Grammar					1	1	c	m	Yes
Ladies' College, Guernsey			1		1	2	s	d	No
Latymer Upper			1			1	c	d	Yes
Leeds Grammar					1	1	c	d	No
Lincoln Minster			1	1		2	c	m	No
Lomond					1	1	c	m	No
Loughborough Grammar		1			1	2	s	m	No
Manor House, Honiton	1	1	1	1		4	c	d	No
Mary Erskine				2	1	3	s	m	No
Millfield	*5	2	*4	*5	5	21	c	m	Yes
Moira House					1	1	s	m	Yes
Monkton Combe	1	1	2	1		5	c	m	Yes
Monmouth			1			1	s	m	Yes
Morrison's Academy			1		1	2	c	d	No
Northampton High		1	1	1		3	s	d	Yes
Norwich			*1	*1	*1	3	c	d	Yes
Norwich High			*1	*2	*1	4	s	d	No
Nottingham High		1	1	1		3	s	d	No
Nottingham High Girls'		1				1	s	d	No
Oakham			1	1	1	3	c	m	Yes
Oratory		1				1	s	m	Yes
Oundle		2	1			3	c	m	Yes
Our Lady of Sion					1	1	c	d	No
Oxford High			1	1		2	s	d	Yes
Pangbourne			1	1		2	c	m	Yes
Perse Girls'	*1		*1			2	s	d	No
Plymouth			1	1	2	4	c	m	Yes
Pocklington					1	1	c	m	No
Portsmouth High			1	1		2	s	d	Yes
Prior Park				*1		1	c	m	Yes
Queen Anne's, Cav'ham					1	1	s	m	Yes
QEH, Bristol					1	1	s	d	Yes
Queen's, Chester		1	1	1		3	s	d	No
Queenswood					1	1	s	m	Yes
Reed's	1	1				2	c	m	Yes
Reigate Grammar		1				1	c	d	Yes
Repton	1		1	1	2	5	c	m	Yes
Robert Gordon's		1	1	1		3	c	d	No

Physical Education and Sport

Rosemead	1	1	1			3	s	m	No
RGS, Guildford					1	1	s	d	Yes
Rydal, Penrhos					1	1	c	m	Yes
Sevenoaks					1	1	c	m	Yes
Shiplake	1			1	1	3	s	m	Yes
Solihull	1	1				2	c	d	Yes
St Albans Girls					1	1	s	d	Yes
St Bede's, Manchester			1			1	c	d	No
St Benedict's, Ealing					1	1	c	d	No
St Catherine's, Twic'ham				1		1	s	d	No
St Edward's, Cheltenham				1		1	c	d	Yes
St Edward's, Oxford					1	1	c	m	Yes
St George's, Weybridge			1	1	1	3	c	d	Yes
St Hugh's, Oxfordshire					1	1	c	m	No
St Mary's, Calne			1	1		2	s	m	Yes
St Mary's, Crosby			1	1	1	3	c	d	No
St Maur's, Weybridge#		1	1			2	s	m	No
St Paul's	1	1	1			3	s	d	No
St Paul's Girls					1	1	s	d	No
Stamford	1					1	s	m	Yes
Stewart's Melville			1	1	1	3	s	m	No
Stockport Grammar					1	1	c	d	No
Stowe			1	1		2	c	m	Yes
Strathallan					1	1	c	m	Yes
Sutton Valence			1	1	1	3	c	m	Yes
Teesside High				1		1	s	d	Yes
The Hall, London					1	1	s	d	No
The Leys			1	1	1	3	c	m	Yes
The Royal Wolv'ton				1		1	c	m	Yes
Trinity				1		1	s	d	Yes
Truro	1	1	1	2		5	c	m	Yes
UCS, Hampstead					1	1	c	d	No
Wadhurst#	1	1				2	s	m	No
Wellingborough			1	1		2	c	d	Yes
Wellington	1				1	2	c	m	Yes
Westbourne, Sheffield					1	1	c	d	No

Physical Education and Sport in Independent Schools

West Buckland	1					1	c	m	Yes
Whitgift				1	1	2	s	d	Yes
William Hulme, Man'ter*	1	1				2	c	d	No
Wimbledon High				1		1	s	d	Yes
Winchester				1	1	2	s	m	No
Worksop					1	1	c	m	Yes
Worth	1		1		1	3	c	m	Yes
Yarm				1	1	2	c	d	No
@ now combined * now academies # now closed	* 5 competitors attended 2 schools 34 new schools in 2016					346 or *341	88c 62s =150	3b 78d 69m	66n 84y Yes 56%