

**Sports Council for Wales
Physical Education in Welsh Schools
Qualitative Phase**

March 2010

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EXECUTIVE SUMMARY

Primary Schools

Curricular P.E

- The National Curriculum is a major factor in determining what is delivered as part of P.E. in primary schools. However, other factors such as facilities at school, staff expertise and time available are now seen to be on a par with it.
- Enough time is felt to be dedicated to P.E at most schools, with a wide range of activities on offer. Some smaller schools however do struggle to achieve the ideal time target, and this is mainly due to pressures of the curriculum and lack of facilities.
- Only around half of primary schools are reaching the two-hour target set by PESS. Generally, there isn't any difference across the year groups when it comes to achieving this.
- There is enough staff in primary schools to deliver curricular P.E. but some do tend to be more motivated than others. Larger schools often have more specialist P.E. staff with the necessary expertise. Most respondents feel that it is essential for every primary school to have at least one P.E. specialist.
- External support is limited for curricular P.E. The small amount of support offered is valued by teachers but more is needed. PESS has provided significant development for gymnastics and dance in the last few years and teachers acknowledge that the coaching is excellent in these areas.
- Lack of funding means that most primary schools don't pay private P.E. organisations to come in and teach curricular activities. This also isn't something that the majority would consider, as they would prefer to see their own staff attending courses, so they are able to deliver the activities themselves.
- Different school years continue to be taught together in smaller schools. Essentially this doesn't cause any problems, as children are always grouped according to ability rather than age.
- There continues to be no difference in the provision of curricular P.E. to boys and girls.

Extracurricular P.E.

- Even though the majority of teachers believe their school is offering enough extracurricular P.E, a few smaller schools would like to do more, but this isn't possible due to small numbers of staff.
- Activities offered are wide-ranging in most schools but do vary at different times of the year. Alternative activities are now being offered in some schools to attempt to attract children who aren't keen to take part in the traditional games clubs. On the whole, the amount of sports based extracurricular clubs far outweighs other clubs available.
- Extracurricular P.E activities are largely co-ordinated by staff at the school. The amount of external support varies, with the main avenues being Dragon Sports, local

sports clubs and sixth form students. Again, this support is felt to be very useful, however for some schools it is very limited.

- Generally there continues to be no difference in the ease of extracurricular provision to boys and girls, with both being given equal status.
- The majority of schools continue to participate in Dragon Sports, with the main benefits of the scheme being the equipment provided, and the expertise of coaching offered. Most schools feel the scheme is very well organised, and essentially it enables everyone to join in and enjoy the activities. The emphasis is on taking part, rather than competing against another school.
- Some schools would like to see the Dragon Sports co-ordinators more often, and others would welcome more coaching sessions to ensure they are making the most of their equipment. An idea put forward by one respondent was that Dragon Sports festival days could be organised. These would be fun events where pupils from local schools could come together and meet new friends.
- There is still very little awareness of 'In the Zone'. Some respondents had heard of the initiative but only a few understood fully what it entailed. Some schools are however doing something similar, to make the most of their outdoor space, and other schools did think that 'In the Zone' would work well for them, and are keen to find out more.

Facilities

- Around half of schools were happy with their on-site facilities that provide sufficient space to meet demand. Others have issues with lack of indoor space available, mainly due to their school hall being small, and often used for other things.
- Most schools however are very well resourced when it comes to equipment, thanks to Dragon Sports and the Tesco and Sainsbury's voucher schemes.
- In the main, respondents believe that their facilities have either got better or stayed the same over the past few years. There isn't much call for new facilities, other than some wanting a bigger hall, however the majority of schools feel that some of their current facilities need upgrading.
- Off site facilities are primarily used for swimming and tend to be at local leisure centres. Respondents were generally happy with these facilities, but there were issues with accessibility.

Importance of P.E.

- P.E. is valued and now held in equal status with other subjects. It is considered in the majority of primary schools to be an important part of the curriculum, with most staff appreciating and understanding its benefits.
- Nevertheless, some respondents did mention that P.E. is often the first subject to be dropped if there is pressure from other areas. This usually depends however, on individual members of staff and their enthusiasm for the subject.
- P.E. training is generally welcomed and viewed as important by all staff. P.E.S.S is very much valued and seen to be the main avenue for meeting the needs of primary schools teachers. Over the past few years, many have been on the gymnastics and dance courses, which on the whole are felt to be excellent.

PESS Development Centres

- Most schools are part of PESS by now. The majority involved feel that the programme is very effective and enables primary school teachers to develop their P.E. skills and gain more confidence in teaching the subject. It is also believed to help in the transition of students from primary school to secondary school, by bridging the gap between the two key stages.

Overall Impression

- Encouragingly, most respondents feel that on the whole, the P.E. provision at their schools is meeting the needs of the students. Generally, they are able to offer a wide range of activities, and P.E. is thought of as a positive and healthy subject.
- Everyone believes that the children are really enjoying the activities on offer, with extracurricular clubs always well supported. There is something for everyone, non-competitive as well as competitive.
- Some suggestions on how things can be improved include: more funding for training; more support and facilities for outdoor adventure activities; a P.E. specialist in each primary school; more indoor space/bigger hall and to have facilities upgraded.

Secondary Schools

Curricular P.E

- The National Curriculum and facilities available are the two main factors that determine what is delivered as part of P.E. in secondary schools. The curriculum, on the whole is felt to be a benefit, offering support and flexibility to secondary school teachers.
- Generally, most teachers feel there isn't enough time dedicated to curricular P.E. On average, key stage three students are having between an hour and a half to two hours of P.E. a week, but key stage four are only getting an hour.
- The timetable is the main barrier to delivering the two-hour target, with many schools now working to a 6 x 50 minute timetable. The pressure of the National Curriculum has been a factor in moving to this timetable, with so many subjects to fit in.
- All schools are either offering the same amount or more curricular P.E, compared to previous years. Some believe however, that because they are offering a wider range of activities, there is less skills development.
- Staffing isn't a real problem, with most schools having enough personnel to deliver curricular P.E. At a few schools however, some P.E. staff are having to teach a second subject, or non-specialist teachers are teaching P.E. lessons, which isn't ideal.
- Support for curricular P.E. is limited in secondary schools, like in primary schools, with most activities being taught by the department. Some avenues of support are

available, mainly from other teachers/Governors, local leisure centres, local sports club and university students.

- Different school years continue to be taught separately in secondary schools.
- P.E. provision to boys and girls is similar, with both being offered a wide range of activities.
- The lack of sports clubs available to girls outside of school is an issue. Boys can easily join one of the many football or rugby clubs, but there aren't many sporting networks for girls. It is felt that something needs to be done about this, to keep girls motivated and interested in team sports, outside of school.

Extracurricular P.E.

- Most secondary schools are able to provide enough extracurricular P.E. with a wide range of clubs and teams available to pupils. All the traditional games now tend to be provided for boys and girls, as well as non-traditional activities that are often offered through the 5 x 60 programme.
- A few schools feel they are restricted in what they can offer, mainly due to the lack of facilities at school, a limited number of staff and issues with cover.
- The number of sports based extracurricular clubs far outweighs other subject-based clubs, in the majority of schools.
- On the whole, there is no difference in the delivery of extracurricular P.E. provision to boys and girls.
- Support for extracurricular P.E. mainly comes from other teachers and Governors, local coaches, local County Council Development Officers and through the 5 x 60 programme. Some schools are happy with the support they receive, however others feel hard done by and express that better links with the County Council Sports Development Officers would be a benefit.

The 5 x 60 programme

- There is a varied response to the 5 x 60 programme. Many schools are happy with their officer, who links in well with the P.E. department and is doing an excellent job. On the whole, the programme is felt to be really valuable in delivering a wide range of activities outside the traditional games.
- A few respondents feel that the scheme isn't working so well at their school, due to lack of communication between the 5 x 60 officer and the department staff. The success of the programme is also felt to very much depend on the enthusiasm and commitment of the officer.
- One of the main benefits of the programme is that it does get some of the children who aren't so keen to take part in the traditional games to participate in P.E. activities.

Year 12 Provision

- Only a minority of schools are offering P.E. to year 12 and 13 pupils as part of their timetable. In recent years, demands on the timetable, facilities, staffing and

examination P.E. have influenced the provision available. This is felt to be a real shame, as there is a demand from students.

Facilities

- There is a mixed reaction to the quality of on-site and off-site facilities. Some schools have sufficient on-site facilities to meet demand, yet others have limited facilities, or certain facilities are of poor condition and therefore need upgrading or replacing.
- New facilities that would be welcomed by some schools include an Astroturf/all weather pitch, fitness studio and indoor sports hall.
- Facilities in need of upgrading or repairing at some schools are running tracks, changing rooms and tennis and netball courts. The drainage to sports fields also needs improving at a few schools.

Importance of P.E.

- The status of P.E. in secondary schools is believed to be on an even keel with other subjects. In the majority of schools the profile of P.E is good and teachers are happy with how it is viewed.
- The support of the head teacher continues to have a big impact on the status of P.E. and is a positive influence. For some teachers however, it is felt that P.E. brings certain kudos to schools and is often valued because sports teams are delivering success, which gives the school a good reputation.
- All schools feel strongly that P.E. should be a core subject, as this would make certain that adequate time is allocated for it. Consequently this would ensure that children grow up understanding the importance of a healthy and active lifestyle.
- There is mixed opinion about in service training for P.E. Whilst some schools are happy with the training available, others feel it has fallen back and it is now often difficult to attend courses, due to lack of funding.
- Teachers feel that courses in athletics and outdoor adventure would be welcomed at present.

PESS Development Centres

- Only around half of schools were part of a development centre or have been in the past. Most schools involved feel that the programme is working or had worked well for them, bringing with it many benefits to both secondary and primary schools.
- The improvement in the standard of gymnastics in primary school children is acknowledged and similar coaching in other activities would be welcomed.

Overall Impression

- There is mixed reaction with regards the P.E. provision at secondary schools meeting the needs of the students. The majority feel they are only able to meet the needs of some pupils due to time restrictions, lack of funding and consequently lack of facilities.

- Largely it is believed that the children are enjoying the P.E. activities available to them. This includes those who like to work as individuals, as well as those who enjoy taking part in a team.
- Some suggestions on how things could be improved include: some new facilities or upgrading of various current facilities, changing the two-hour recommendation to a requirement of the curriculum and a change to the timetable from 6 x 50 minutes to 5 x 60 minutes.

1. INTRODUCTION AND OBJECTIVES

There is increasing evidence that active children become active adults, but as well as setting the foundation for a healthy adulthood, children who are active, perform better at school, improve their ability to concentrate, develop good social skills, develop good co-ordination, and have more stamina and improved self-esteem.

Most forms of physical education are great fun, and are a way for children to meet new friends. Many physical activities require co-operation and teamwork, and also involve a challenge and the opportunity to achieve.

Young people have been the focus of much of the work of the Sports Council of Wales for many years, and understanding the provision of sport in school, is an important part of this work.

Therefore, in order to inform the Council in this respect, a series of surveys with Heads of P.E in a number of secondary schools commenced in 1990 on a biennial basis. The SCW have also conducted surveys designed to measure primary school P.E. delivery since 1995.

The latest survey for both primary and secondary schools was conducted between January and March this year. For the second time, these quantitative studies have been supplemented by qualitative research.

The qualitative research is designed to further enhance the quantitative findings by delving deeper into certain subject matters, through a series of qualitative one-to-one depth interviews with Heads of P.E. and P.E. Coordinators, in both primary and secondary schools.

Aside from delivering findings in its own right, the qualitative research will help bring the quantitative research to life, as the numerical evidence is supported by the views of teachers.

This document focuses on the **main findings from the qualitative research.**

2. METHODOLOGY

Given the need to explore attitudes and perceptions of the P.E. provision in schools in depth, a qualitative methodology, in the form of semi structured depth interviews was employed again this time. Depth interviews allowed for a full and free-flowing exploration of respondents' opinions and experiences of P.E. provision.

The research comprised of 24 in-depth interviews conducted by telephone, the majority of which were undertaken between the 8th and 19th March 2010. The respondents were P.E. Co-ordinators and Heads of P.E.

- 12 with P.E. Coordinators in primary schools
- 12 with Heads of P.E. in secondary schools

Recruitment was carried out over the telephone by Beaufort. Respondents who had previously completed the quantitative survey, and had given their consent to be interviewed, were contacted.

Interviews, offered in either Welsh or English, averaged 30 minutes in length and were recorded with participants' consent.

The two topic guides from the previous qualitative research were revised; one for primary and one for secondary schools, to cover all the key areas of interest (contained in the report appendices). These included core areas common to both school types, so that cross cutting themes could be identified, together with a number of questions specific to each.

The 24 schools were spread evenly between the four SCW regions (six per region.) The parameters of size of school and prevalence of free school dinners were also used to ensure a good spread of school "types."

The matrices on the following page detail how the interviews were segmented. For secondary school 2 (rather than 3) interviews were conducted in Rural Wales due to the availability of schools in this area. This was compensated by 4 interviews being conducted in Rural Heartland.

Primary Schools

Interview no.	Area/Region	Size of School	Free School Dinners
1	Rural North	Small	Medium
2	Rural North	Medium	Medium
3	Rural North	Large	High
4	Rural Heartland	Small	Low
5	Rural Heartland	Medium	Medium
6	Rural Heartland	Large	Medium
7	Metropolitan Wales	Small	Low
8	Metropolitan Wales	Large	Low
9	Metropolitan Wales	Medium	High
10	Valleys	Small	High
11	Valleys	Large	Medium
12	Valleys	Large	Medium

Secondary Schools

Interview no.	Area/Region	Size of School	Free School Dinners
1	Rural North	Small	Low
2	Rural North	Large	Low
3	Rural Heartland	Small	Low
4	Rural Heartland	Medium	Medium
5	Rural Heartland	Large	Medium
6	Rural Heartland	Large	High
7	Metropolitan Wales	Small	Medium
8	Metropolitan Wales	Medium	High
9	Metropolitan Wales	Large	Low
10	Valleys	Small	High
11	Valleys	Medium	Medium
12	Valleys	Large	High

3. PRIMARY SCHOOLS

3.1 Delivery of Curricular P.E.

There were many factors found that determined which curricular P.E. activities were delivered at primary schools. Where as in our previous qualitative research, the National Curriculum was seen to be the main factor, this time it is more on a par with the others mentioned, which include:

- Availability of on-site and off-site facilities
- Time of year / weather
- Staff experience and expertise
- Time available
- What the children enjoy / offering a range of sports
- PESS Initiatives
- The schools' own schemes of work

"We've got the National Curriculum and work plan for the year that we follow and we look and split up which activities we can do which fit in with using the Leisure Centre" (Primary, rural north, small)

"We try and do what the children enjoy as well, whether we are boy or girl heavy and whatever their interests are really" (Primary, metropolitan Wales, small)

"The facilities available really, we have got a very small indoor area that is also used for lessons. Because it's a limited facility, P.E. has got to be time-tabled to fit in. (Primary, metropolitan Wales, medium)

Time

The majority felt that enough time was dedicated to P.E. at their school and that they were currently offering a wide range of activities. Around half were able to deliver the two-hour weekly target.

"Yes, they have a P.E. session each week which is an hour but we also have other activities where the class is shared for country dance, games and swimming. These activities take part on a Friday morning so all in all they are getting a minimum of say two hours a week." (Primary, metropolitan Wales, large)

"All of our key stage two children go swimming once a week for a term and we also have a gym teacher coming in, and we have 9 or 10 after school clubs for P.E. We are hitting two hours a week when it comes to curricular P.E." (Primary, rural heartland, large)

Some smaller schools however, felt they weren't able to dedicate enough time to P.E. and were struggling to meet the two-hour target. This was mainly due to the pressures of the curriculum and lack of facilities. They were however able to move closer to delivering the target during the summer months.

"We don't reach this. We have got more of a chance of reaching this in the summer. We don't have a hall, so we have to go to the leisure centre. We only have an hour in there, so it's hard to do more in the winter months" (Primary, rural north, small)

“No not really, we give it a good try but it is very difficult with so many other subjects to fit into a week.” (Primary, valleys, small)

Generally in primary schools, it was felt there was no difference across the year groups when it came to being able to offer the two-hour target.

“Each year class has two hours a week, so yes we are able to provide the two hour target. There isn’t any differences across the years as they are all timetabled the same.” (Primary, rural north, large)

Staff

On the whole, it was felt that there was enough staff in primary schools to deliver curricular P.E. It was noted however, that some staff tended to be more motivated than others.

“Yes, because it’s a primary and the staff are good and they will deliver P.E. I know some are keener than others but it’s looked upon as part of the curriculum” (Primary, metropolitan Wales, medium)

“Yes, the way we do it at the moment is the class teachers teach their own P.E. Some are more enthusiastic than others though.” (Primary, rural north, large)

The larger schools tended to have more specialist P.E. staff that was helpful in the providing expertise. Smaller schools on the other hand were lucky to have one specialist, and therefore found it harder to deliver the requirements of the curriculum.

“Yes we have enough staff. There are four specialised P.E. teachers within the school and they tend to take the eight classes between them, so we tend to use expertise to cover the curriculum.” (Primary, rural heartland, large)

“It’s hard, I was going into all of the classes but this has changed. It’s now taught by the year teachers as I didn’t have enough the time to commit.” (Primary, rural heartland, medium)

The majority felt it was essential to have at least one P.E. specialist in each primary school. This would ensure that the other teachers in the school would have guidance for P.E, and help and advice would be readily available.

“I definitely think you need a specialist in the school somewhere. I’m not a specialist. I do it all but don’t feel confident telling everyone else – you should be doing it this way or you should be doing it that way. It would be smashing to have a P.E. specialist to be honest.” (Primary, valleys, large)

“Yes it is important to keep others enthusiastic and keep it fresh and make sure we have the right equipment on hand. Also, it means there is always someone here to answer any queries or to help out. I’m really lucky though that all the other staff here value the importance of P.E. and are really eager to deliver the lessons.” (Primary, valleys, medium)

“I think it’s important to have a specialist so they can guide the other members of staff who are non-specialists and who do lack confidence. I think physical education can be quite daunting for some teachers so I do think it is important that they should have someone there

that they can speak to if they need advice and help with the delivery of their lessons.” (Primary, metropolitan Wales, small)

One respondent highlighted how the training through the PESS scheme is enabling more teachers to become P.E. specialists.

“I think it’s very important to have a specialist as they are trained up and we can get the most from P.E. Saying that, even the non-specialist teachers are been trained regularly with PESS. Two were on a course yesterday, and now they are developing into specialist P.E. teachers.” (Primary, rural north, medium)

Support

External support is felt to be more limited for curricular P.E. than extra-curricular and is mainly provided by local sports clubs, PESS and Dragon Sports. The support offered, for a range of activities was very much valued by teachers, but more would be welcomed.

“We have access to the Ospreys Rugby Club and we are in the middle of a tag rugby programme with them. We are into Dragons Sports and have had someone coming in doing games with them. We have accessed cricket courses and have had people in to teach cricket. The support we’ve had has been really good.” (Primary, metropolitan Wales, large)

“We have had golf and tennis and like circuit training with the children. These have worked really well as the people have been specialists themselves. It’s always good to have people who are specifically trained at different sports.” (Primary, rural heartland, small)

“This type of support is extremely important. You can’t put a price on it really. It’s probably one of the hardest subjects to teach, mentally and physically, so it’s very important.” (Primary, rural heartland, large)

In the past few years PESS was seen to have provided significant development for gymnastics and dance at primary school level. The majority of respondents expressed how well the secondary school connection and coaching had worked. They were now looking forward to doing orienteering in the coming months.

“We have got a very good link with the P.E. teacher up in the comp - Cymer Comprehensive. The female teacher there belongs to a Gymnastic Club and she came and showed us the moves, so we had an expert demonstrating her skills to the children.” (Primary, valleys, small)

“We are just in the process of becoming a PESS school and we are following a lot of the schemes. The gymnastics and dance are excellent and we’re also going to be doing orienteering.” (Primary, valleys, medium)

A few respondents confirmed that their schools were opting to pay specialists to come in and teach areas of curricular P.E. Where this was happening, it was felt to be working very well.

“We employ a dance specialist and we have a gymnastics specialist and they come in on a weekly basis. This works very well because in a way they are part of the staff and the children

know them very well. It's just lack of time though to get them through all the children."
(Primary, rural heartland, large)

In the majority of cases however, lack of funding meant that most primary schools weren't able to take advantage of this service, and most didn't feel it was something they would consider anyway.

"We haven't done, but we have been approached. We've had mixed success with getting outside people in. In theory you think it is going to work really well but then for example with the cricket coaching last year they cancelled one week. It's much harder to manage."
(Primary, rural north, large)

"No I haven't done, but might consider it. I'd prefer to see the staff going on courses and be able to deliver all subjects. PESS is helping with this with things like orienteering and mentoring something like dance instead of paying a dance teacher to come in. The teachers are then getting the skills to be able to deliver the lessons." (Primary, rural north, medium)

Delivery by age / gender

As found in the previous research, different school years tend to be taught together in small and medium sized schools, but in the larger primary schools they are more likely to be taught separately.

Essentially, respondents from the schools that did teach different years together didn't feel that it had any impact, because the children were always grouped according to ability rather than age.

"Yes we do teach years 3 and 4 together and 5 and 6. It doesn't matter though, as it depends on their ability. So what we do is try to group them according to their skills, because you have some in year 3 who can't even hold a ball and some who are in year 4 are playing in a netball team" (Primary, rural north, small)

"There is a class of years 2&3 together and a class of years 4, 5 & 6. So they are taught together for P.E. I don't think them being taught together effects the delivery of P.E. because the teachers are used to working with different ages, it's just the norm. We always have to differentiate all of our work anyway so it's no difference with P.E. You actually find that some of the younger children have got better coordination skills than some of the older ones anyway" (Primary, metropolitan Wales, small)

There continues to be no difference in the provision of P.E. to boys and girls, with both genders being taught the same, and all clubs being offered to both boys and girls.

"There is no difference, they all do exactly the same. Any clubs also tend to be mixed or there is one for boys and another for girls, for example football" (Primary, rural north, large)

"No not really in this school anyway, they all seem to do whatever. The boys will do dance and the girls are happy to play football. They all tend to mix in together really. We don't split boys and girls, they all do the same" (Primary, metropolitan Wales, small)

3.2 Extra Curricular P.E.

3.2.1 Delivery of Extra-Curricular P.E.

The majority of teachers felt their school was offering enough extracurricular P.E. A few of the smaller schools however would like to be able to do more, but due to small numbers of staff, this wasn't possible.

*"Yes we have a full programme, there's only one evening when there isn't something on."
(Primary, rural north, large)*

*"We do one sporting club after school in the week and it varies from term to term what that is. Because we have only got three teachers in the school, it's very difficult to do more as we don't have any volunteers, so anything that is not run by a teacher, we have to charge for it."
(Primary, metropolitan Wales, small)*

Types of activities offered

The types of extra-curricular activities offered are wide-ranging but the time of year/weather plays a part in what can be carried out.

*"We have got a netball club a gym club, folk dancing club, football, cricket, tag rugby, hockey, athletics, tennis, cross country. The clubs depend on the season."
(Primary, rural heartland, medium)*

*"We have boys' football, girls' football, rugby, netball, hockey, badminton, cross country, rounders, athletics and cricket. These do change with the time of year but we are very busy. We've got an active sports association who run tournaments as well."
(Primary, rural north, large)*

Some of the smaller schools only tend to be able to offer one club a week, but a range of activities is offered during the session.

*"We have a club that we call a Dragon Sport club and we do a mixture of things depending on the weather. It's after school one night a week. We have a good take up for it however, this is the only club."
(Primary, rural heartland, small)*

A few schools are trying different activities to try and attract pupils who don't normally take part in extracurricular P.E.

*"We also do basketball and cheer leading at lunchtime. Same children tend to do all the things but it's getting the others in so that's why we have brought the cheer leading in. This has worked as they don't think of it as being P.E. – it's just fun."
(Primary, valleys, large)*

Most schools are offering more P.E. based extracurricular activities compared to other subjects.

*"The extracurricular activities are more P.E. based than anything else."
(Primary, metropolitan Wales, large)*

*"This term we have football club, rugby club, netball club and dance club. We do have a choir group but sport dominates really."
(Primary, valleys, medium)*

Support

Extracurricular P.E. activities are mainly co-ordinated by staff at the schools, with a mixture of teachers and teaching assistants running the clubs.

“All the teachers run the clubs. There is an LSA which stays with the teachers in each club.” (Primary, rural heartland, medium)

“Our netball club has just been started up by three teaching assistants. Soccer club is down to one teacher and the same with cricket. It would be great if the teaching assistants would start up a summer club too.” (Primary, metropolitan Wales, medium)

The amount of external support varies considerably by school. The main avenues of support include Dragon Sports, local sports clubs and sixth form students. In some cases parents do help out, but schools tend to find it hard to get them to commit, as the majority are working.

“Dragon Sports are very good. Rugby, we’ve had the Cardiff Blues. Football and rugby come in at different times. We get plenty of support and it’s really useful when you have thirty children to cater for. We also get the comp coming down, they have students who have to do so many hours of coaching and they are supervised. These are 6th form students who have to do it as part of their course”. (Primary Valleys, large)

“We have a parent in the school who has been doing a netball club. She is a teacher and she also works for the sports council in Dolgellau. This worked well.” (Primary, rural north, small)

“We have support from Dragons Sports. We don’t have any parents, we tried it a few years ago and sent flyers out to every parent in the school and we got a big fat zero in reply. Nobody was interested.” (Primary, rural heartland, large)

The support that was received by primary schools was found to be very useful and valued. Many schools said they would welcome more help with these activities.

“We’ve had support in the past from Cardiff City Football Club with an after school club where some of their coaching staff have come and helped with football – this was very beneficial.” (Primary, metropolitan Wales, large)

“We had someone who came in for netball and cricket. The support has been really good. We would like more. Always welcome it. The problem is, they have to go round all the schools.” (Primary, rural heartland, medium)

One school is using a private organisation to help provide extra-curricular activities and felt that this worked quite well, but the children did have to pay.

“We’ve now got a company that do one night a week called ‘Evolved Sports’, they do mainly football and some other sports. The children have to pay for these activities. This works quite well. (Primary, metropolitan Wales, large)

Delivery by gender

There continues to be no differences in the ease of extracurricular provision to boys and girls, with both genders being given equal status. All the clubs are offered to boys and girls and most tend to be mixed.

“No they are all getting the same really. We have mixed clubs like football. We did do a separate football club for the girls initially but they wanted to play together. They have been able to say what they would like, and I’ve worked the timetable around what they have wanted.” (Primary, rural north, medium)

“They have equal status again, so the girls don’t tend to think of activities as boys activities. If we are doing Dragon rugby, the girls play. If we are doing athletics the boys join in. It’s funny though because if we tell them to line up, they line up separately!” (Primary, valleys, small)

3.2.2 Dragon Sport and In the Zone

Dragon Sport

The majority of schools continue to participate in Dragon Sport. The main benefits of the initiative were felt to be the equipment provided along with the expertise coaching that was offered.

On the whole, the scheme was felt to be well organised and the support mechanism provided by the initiative and co-ordinators was very much valued by teachers.

“It’s excellent because it’s nice to have some expertise, the teams come in and they say this is what you do, this is how you do it, they give you some freebies and let you get on with it.” (Primary, valleys, small)

“Someone new has recently taken over and she follows through everything she says. I organised a rugby tournament yesterday and she was there to help out. Dragon Sports are also going to come and do some athletics coaching and help some of the teachers who aren’t as experienced with the athletics. It works really well. The benefits are obviously the equipment, as you don’t have to pay for it and also having someone there. They are a great support mechanism.” (Primary, rural north, large)

Essentially, it was felt that the scheme enabled everyone to join in and enjoy the activities, with the emphasis being on taking part, rather than competing against another school.

‘It’s great. We’ve had the bags and recently had the option of replacing the bags. The coordinator has finished now but she was great. The benefits are that everyone is allowed to take part and everyone is enjoying it. The emphasis is taking part rather than a team playing against another school. It’s a good way to learn some new skills but it’s all about enjoying themselves.’ (Primary, rural north, medium)

When prompted on how the scheme could possibly be improved or expanded, respondents said that they would like to see the co-ordinators more often. More coaching sessions would also be welcomed to ensure that they are making the most of their equipment.

“Dragon sports have been good at coming in and running activities and supplying us with equipment but not a continuous amount of support. We need to make the most of the equipment and could do with a little bit more help. It has been good having the specialists in showing the skills which enables the teachers to benefit as well as the children.” (Primary, metropolitan Wales, medium)

“They are only able to come in for a block of four weeks so it would be nice to have someone more often if they looked after less schools. They could then be more involved and come in on a weekly basis.” (Primary, rural north, large)

An idea put forward by one school was that Dragon Sports festival days could be organised, where pupils from local schools would come together. These would be fun events that would give pupils the opportunity to meet students from other schools.

“It would be nice to have a few more sessions with children from other schools so the children are mixed up and play games rather than being competitive. An idea would be to have Dragon Sports festival days where four or five schools would go along and the Dragons Sports coordinator could arrange something like that”. (Primary, rural north, medium)

A few respondents were a little out of date with Dragon Sports and weren't currently involved in the scheme. Reasons for this included the availability of P.E. specialists at their schools to run the sessions, along with being well resourced.

“I'm not really up to date on the scheme and what is offered. Because we have got the use of the specialists and we have a lot of equipment already. I have heard of it but I haven't really managed to find out what exactly is on offer and how it is run, but it would be good to get some help and share the burden a bit.” (Primary, metropolitan Wales, large)

One of the larger schools noted that they would like to see more funding to access resources. As they had only received a similar amount of equipment to the smaller schools, they felt hard done by and stressed the importance of having enough equipment to meet demand.

“It's working really well but I would like to see more funding so there would be access to more resources. Even though we are a very big school we get the same amount of equipment as a small school.” (Primary, rural heartland, large)

In The Zone

Awareness of 'In The Zone' was generally low among respondents. Some had heard of the initiative, but only a few understood fully what it entailed.

Once it had been explained however, it became apparent that some of the schools had implemented something similar in their playgrounds. Just one school was in the process of implementing 'In the Zone'.

"We are doing something similar, we call it ARDAL or AREA. Every year the PTA buy new playtime facilities, balls, wobble boards etc. We have three boxes – Ardal 1 – balls, Ardal 2 – bats and balls, beanbags and mats. Ardal 3 – skipping ropes, elastic bands and dice games. I have heard of 'In The Zone' from somewhere – possibly the internet." (Primary, rural north, small)

"We are in the process of doing this. We have been working with our PESS co-ordinator on this. We are going to section off certain equipment too to be used for 'In the Zone'. This runs at lunchtimes and break times. It should be good to make the most of the space we have." (Primary, metropolitan Wales, large)

"Yes, but we have done that through 'Healthy Sports' – the yard is split up into different colours for different years. We need some equipment now for them to be able to use in the different zones" (Primary, valleys, large)

Quite a few of the schools with restricted outdoor space did think that 'In the Zone' would work well for them, as it would enable them to make the most of the space available. They were interested to find out more.

"I hadn't heard of this but I would certainly be interested." (Primary, valleys, large)

"If we could get some more facilities for our playground that would be good. We do need some ideas to enrich our play area and make the most of the space we've got there." (Primary, metropolitan Wales, medium)

On the other hand, a few respondents weren't very keen on the idea, as they were eager to encourage free play during break and dinner times, to get away from the structured pattern of lesson times.

"I've heard of that. We haven't bought into it. It's really for dinner ladies. It was offered to us but our head said she didn't want it because she likes the children to do their own things. It's good for them to make up their own games rather than have organised activities at lunchtime as well as every other part of the day." (Primary, rural heartland, small)

Supervision was an issue raised by some respondents who felt that something like 'In the Zone' would have to be supervised, and this would therefore be a problem with limited staff around during lunchtimes.

"The problem is though with having something like this, someone has got to take responsibility and supervise. It would be ok if the kids could just get themselves organized. If I set it up, then I would be responsible and I'm doing other clubs. The equipment would have to be safe and the kids get on with it. We tried it but the equipment got trashed in a few weeks, you need bombproof equipment." (Primary, rural north, large)

"We would really welcome the concept. Something similar happens at the moment but you need the staff in to co-ordinate it. If it was left to our dinner ladies, it just wouldn't happen." (Primary, valleys, medium)

3.3 Facilities

On site

Around half of the respondents felt very happy with their on-site facilities that provided sufficient space to meet the demand.

“The playground is marked out and we have a shelter in case it’s raining. We also have a fantastic field that is level and we have our schools sports day on it. We’ve got goal posts, netball posts, rackets, bats and balls. Indoors we have a fabulous hall that is timetabled and a very well resourced apparatus trolley.” (Primary, valleys, small)

“I’ve got a huge hall and all the apparatus. We also have a huge yard that is zoned into 4 pieces now and a cracking field. We make sure that we are well equipped and everything that we need, I have.” (Primary, valleys, large)

“Outside we’ve got a tarmac court with netball markings, another section for short mini-tennis and a school field with a running track, football pitches and rounder’s - markings on that as well. We’ve just paid for a traversing wall – a climbing wall so this will be brilliant for the outdoor activities.” (Primary, metropolitan Wales, small)

The others however, had issues with the lack of indoor space available for P.E. activities, largely due to their school hall being small and often used for other things.

“We have a small hall that is used for lunch and other things and lots of the time it isn’t therefore available. We only use it for curricular P.E. We have lots of things to use as opposed to space.” (Primary, rural north, small)

“We’ve got a very small hall that we use for gym, table tennis and badminton but you have to squeeze a badminton court in, it’s not ideal.” (Primary, metropolitan Wales, large)

“There’s a medium sized hall that isn’t really adequate because there are lots of other things in there like the piano and chairs.” (Primary, metropolitan Wales, medium)

Nevertheless, when it came to equipment, most schools said they were very well resourced. Equipment had either been bought by the school or had been acquired through Dragon Sports or the Tesco and Sainsbury’s school vouchers schemes.

“We are pretty well provided for as far as equipment is concerned thanks to Dragon Sports. The Sainsbury’s vouchers have also provided a lot of equipment.” (Primary, rural heartland, small)

On the whole, there wasn’t much call for new facilities, other than some wanting a bigger hall. Some schools however, did feel that their current facilities needed upgrading.

“Improvements would be that we need a new hall – it’s just too small. Saying that we have looked into it and the only way to have a new hall is to have a new school.” (Primary, valleys, medium)

“It’s just general wear and tear of basic equipment and funding for upgrading would definitely be welcomed.” (Primary, rural heartland, large)

In the main, respondents believed that their facilities had either got better or had stayed the same over the past few years.

“I would say they have improved – we’ve had the field drained. With all the outdoor adventure activities, we have new ponds all fenced off. Year by year it is improving. At the moment we are saving for a big outdoor assault course and all the equipment.” (Primary, valleys, large)

“Our outdoor playing area was put in about four years ago but I’d say otherwise they have stayed the same.” (Primary, rural north, large)

Off site

Off site facilities were primarily used for swimming and tended to be at local leisure centres. Respondents were generally happy with these facilities, but issues were raised by a few with regards to accessibility.

“The pool is a bugbear, we have a pool just round the corner but all the time is allocated to the comp so we have to travel fifteen minutes each way.” (Primary, valleys, medium)

“Our problem is that we travel to the swimming pool so our children are out for most of a Monday morning. It’s the travelling that takes the time and they are only actually in the pool for half an hour.” (Primary, rural heartland, small)

3.4 Importance of P.E.

The majority of respondents felt that P.E. was valued and held in equal status with other subjects at their schools. It was considered to be an important part of the curriculum with most staff knowing and understanding its benefits. The situation is helped if the school head is very supportive of P.E. and promotes this through the school.

“Yes, everyone is very active and supportive here and they all know and understand the benefits of physical education.” (Primary, metropolitan Wales, small)

“We are very fortunate because our headmaster used to be a P.E. teacher so he is very supportive and gives it a great deal of importance.” (Primary, valleys, large)

“I think it sort of holds its own in our school. We have had a new deputy head that has become very involved in P.E. and promoted a lot of things. We try and get ourselves involved in initiatives, like Sports Relief at the moment. I think it’s looked upon as a standalone subject.” (Primary, metropolitan Wales, medium)

A minority did mention that P.E. quite often tended to be the first subject to dropped if something more important was going on. This usually however depended on individual members of staff and their interest and enthusiasm for the subject.

“Well the head is very supportive. Everyone is supportive and they are doing P.E. but maybe not how I would do it. Some might not be as enthusiastic and often it’s often missed if something more important is happening.” (Primary, rural heartland, medium)

“On the whole, the majority are in favour of but I did have a letter recently off a parent saying that most of our clubs are sports based! Some parents and staff don’t see P.E. to be so important as other but I tend to ignore it and try and drive things forward anyway.” (Primary, metropolitan Wales, large)

The delivery of P.E. was thought to be much easier if the backing was there at school and respondents felt much more motivated and enthusiastic. Practically, it also meant that cover was available for staff to attend competitions or go on courses.

“It makes it much easier if it is seen to be of high importance. If we are low on equipment I can go to the head and she will look for extra funds. If I need to take time off to take kids to competitions, there is always cover for my class.” (Primary, valleys, medium)

“I think it helps with delivery as it’s viewed as an important part of the curriculum so that really helps myself as P.E. coordinator, and I don’t think of it as a poor cousin.” (Primary, metropolitan Wales, medium)

Training needs

P.E. training was generally welcomed and viewed as important for all members of staff. Training through PESS was very much valued and seen to be the main avenue for meeting the training needs of primary school teachers. The gymnastics, dance and orienteering courses were thought to be excellent.

“I’m always happy to go on any training as I’ve been out of college years now. I’ve been on a lot of orienteering recently and this is being fed through to the children now, and they are enjoying.” (Primary, rural heartland, small)

“At the moment it’s pretty good because PESS is covering most of our needs in this school. We’ve been through the three-year course and they are now pin pointing various areas of the curriculum to run courses on. We’ve been on courses on outdoor education – orienteering. Another was the gymnastics module. We have about three or four teachers who have been on them and thought they were very good.” (Primary, rural heartland, large)

There weren’t any suggestions about how to improve the training available to teachers. A few respondents did however express the need for more teachers to go on these courses, even if they weren’t P.E. specialists.

“I have been on the PESS courses for dance and gymnastics that were great but the problem is, I come back and try and pass on the info to the other teachers but they are not happy to teach them because they haven’t got the confidence and are a bit old school. They need to go on the courses themselves and they could see how easy it is to teach. Staff tend to choose which courses they want to do but everyone tends to stick to their area.” (Primary, rural heartland, medium)

3.5 PESS Development Centres

Most schools were by now part of PESS. Only two schools said they weren’t part of a development centre, yet one was in the process of signing up. Generally those involved felt

that the programme was very effective, and had enabled primary school teachers to develop their P.E. skills and gain more confidence in teaching the subject.

“Yes our comprehensive is our development centre and we are feeding into it. Our head is part of it. At the moment, one of the comp teachers is coming down doing dance and she is smashing – they are really good.” (Primary, valleys, large)

“Yes and I’m the development centre manager. We have had a lot of different courses and mentoring ourselves, and it’s worked really well and we are much more confident teaching P.E. now.” (Primary, rural north, medium)

“Not exactly. When we have been to the meetings it’s been mentioned so I think it’s in the pipeline and hopefully it’s going to happen in the near future.” (Primary, rural heartland, medium)

PESS, was also believed to be helping with the transition of students from primary to secondary school by bridging the gap between the two key stages.

“We’ve had some staff from the high school coming in and doing sessions and the children go to the secondary and take part in PE sessions and this also works well.” (Primary, rural north, medium)

“Yes definitely, it’s a way of bridging the gap between the two key stages, so we are more aware of the expectations they have.” (Primary, rural heartland, large)

Even though generally PESS was felt to be working really well, a few respondents raised negative issues around the programme. This was either because they didn’t feel enough was happening or that logistically there were problems for their school.

“We are working on making more links. Because we are the furthest primary school away from our secondary school it makes it difficult to keep that link. When you want to go down there you have to sort out transport for the children and it all costs. We are working on it.” (Primary, metropolitan Wales, small)

“We are part of PESS. X is our comp and the feeder schools have been involved for a few years. I don’t think enough happens really. We have been on courses and had funding, but I don’t think it happens regularly enough. Saying that it is better than nothing.” (Primary, metropolitan Wales, medium)

3.6 Overall Impression

Encouragingly, most respondents felt that on the whole the P.E. provision at their schools was meeting the needs of the students. Generally, they were able to offer a wide range of activities and P.E. was seen as a positive and healthy subject.

“Yes we are and I think the children definitely enjoy the activities. When we do our sports clubs and we open it up to the whole school the amount of children who come now is really good.” (Primary, metropolitan Wales, small)

“Yes, well I think they are given the opportunity to take part in a wide range of activities. We beat the drum about healthy schools and healthy living etc and we are in the healthy schools initiative. It’s a whole life body thing and I think PE plays that part in our school.” (Primary, metropolitan Wales, medium)

Everyone believed that the children were really enjoying the activities available with extra-curricular clubs always well supported. There was something for everyone, with non-competitive activities, as well as competitive available and the emphasis was on having fun.

“The opportunities are there. The children do really enjoy especially the clubs, we have a good turn out and they come back every week.” (Primary, rural heartland, medium)

“The children are really enjoying what we have on, as we offer both competitive and non-competitive sports. Even though they are doing activities they can have some fun. There is something for everybody.” (Primary, metropolitan Wales, large)

It was raised however, that finding something for pupils who weren’t necessarily fans of P.E. did continue to be an issue in primary schools, but things had improved with different activities becoming more available.

“Yes we are, but it’s not the ones who do P.E. regularly that are the problem, it’s the ones who don’t and finding things to get them involved is really important. Finding things for them, to encourage them to want to get active and be healthy and happy.” (Primary, valleys, large)

When asked if anything could be changed to improve things, some respondents put forward the following suggestions:

- More funding for training, with concerns about PESS coming to an end soon
- More support and facilities for outdoor adventure activities
- To have a P.E. specialist in every primary school
- More indoor space / bigger hall
- More support from the County Council Sport Development Unit
- To have resources upgraded
- More volunteers to help with extra-curricular clubs.

“The county used to bring like an outdoor climbing wall round to the schools in the area. The kids loved it but the funding went away for it. I feel the outdoor adventure activities are a little more difficult to do, like the problem solving. Some support with these type of activities would be great, as they are much harder to deliver,” (Primary, rural north, large)

“In our school it would be great to have a P.E. specialist; in fact it would be great in every school. When staff from the different primaries come together, and you see the P.E. specialists, they just seem to have that bit more to offer. I do it because I enjoy it and the children enjoy it, but I always think that I could have done that little bit more maybe.” (Primary, valleys, large)

“Maybe just to have more use of the County Council Sports Development Unit where they’ve got football coaches or tennis coaches, so specialists who give courses. It would be nice to see more of them coming round the primary schools, to be honest with you. They could

maybe take sessions and arrange tournaments and get all the children mixed together from different schools.” (Primary, rural north’s, medium)

“I think we have got the potential to do a lot better, but we have constraints. If we had the space, we could push the students further which are currently being held back.” (Primary, metropolitan Wales, large)

4. SECONDARY SCHOOLS

4.1 Delivery of Curricular P.E.

The National Curriculum and the facilities available are the two main factors that determine what P.E. activities are delivered at secondary schools. Other issues that have to be considered as well as these, at many schools, include:

- Staff expertise
- Number of staff available
- Ability and desires of pupils
- Weather / time of year
- Traditions of the school

The curriculum on the whole was felt to be a benefit, offering support and flexibility to secondary school teachers.

“The National curriculum is your first starting point. Culturally and traditionally what is popular with children, and also staff strengths. I’ve always found the National Curriculum to be a helpful support. It’s been quite interesting with the new Welsh National Curriculum because it now includes outdoor adventurous activities, which is lovely because it very much reflects what the country is like, particularly where we live. I think it’s challenging but flexible enough.” (Secondary, rural heartland, medium)

“It’s facilities led really. We haven’t got good facilities at the school and we’ve only got an hour in some lessons so we can’t travel to off-site facilities either.” (Secondary, metropolitan Wales, large)

“We have the four sections we have to cover on the curriculum to start with. The other things are the facilities and the staff expertise, that influence which activities we can offer”. (Secondary, valleys, medium)

Time

Most respondents didn’t feel that generally enough time was dedicated to curricular P.E. at their schools. Key stage 3 students were tending to have between an hour and a half and two hours of P.E. a week, however at key stage 4, the majority were getting just an hour.

“In years 7 and 8, there are two hours a week, which I think is ok and we tend to do more working out than talking! In year 9, we lose an hour over the fortnight because of options, and at key stage 4 we only have an hour a week. I would like to see everyone have two hours a week.” (Secondary, rural heartland, large)

“At key stage 3, yes but at key stage 4, no. It’s only an hour a week for key stage 4. This is because we are also offering BTEC and GCSE, which is the trade off, but then they reduced

the curriculum P.E. to one hour a week, which is not enough to deliver the national curriculum.” (Secondary, metropolitan Wales, medium)

Only one school said that every student at key stages 3 and 4 were being taught two hours of curricular P.E. a week, thus meeting the target set by PESS.

“Yes, definitely compared with other schools. We get two hours a week for every student, even at key stage 4 and we get exam time on top of that. The only thing we don’t get is key stage 5, year 12 time. We do however offer them a route into P.E. through sports leadership.” (Secondary, rural north, large)

The timetable was one of the main barriers to delivering the two-hour target, with many schools now working to a 6 x 50 minute lesson pattern. Most students at key stage 3 were having two P.E. lessons a week, thus a total of one hour forty minutes.

“No, each pupil has two fifty minute lessons. The timetable is the problem and the number of options available and fitting it all in. We’ve got a 6 x 50 minute timetable so it’s fitting in all the subjects.” (Secondary, rural north, small)

The pressure of the National Curriculum had been a factor in moving to fifty-minute lessons for some, with many teachers feeling there were just too many subjects to squeeze in.

“No, there are so many things now that the head or whoever is doing the curriculum planning has to tick off from the curriculum, and P.E. is one of those things, and as a result all subjects are getting squeezed. We have seen a reduced time in key stage 3, year 7 and I think next year it will be the same in years 8 and 9.” (Secondary, metropolitan Wales, large)

All schools were either offering the same amount or more curricular P.E. compared to previous years. Some believed however, that because they were offering a wider range of activities, there was less skills development.

“I would say we are doing a wider range now but that’s not necessarily a good thing because it’s made it so bitty. There’s a wider range of activities but because of this there is less skills development.” (Secondary, rural heartland, medium)

Staff

The majority of respondents felt that they had enough staff at their secondary schools to deliver curricular P.E.

“Yes we do. We’ve got four specialist staff, two full-time and two part-time. There are also one or two other members of staff who have got a keen interest and contribute to a couple of lessons, as well and help with the extracurricular activities.” (Secondary, rural north, small)

“We have eleven staff delivering curricular P.E. at the moment, some are part-time. Staff provision is pretty good really. We have about 1,750 students, so it’s a big school. For key stage 3 and key stage 4 there are six members of staff to deliver P.E. and the class sizes are therefore in the region of 20-25.” (Secondary, metropolitan Wales, large).”

A few schools on the other hand, did have staffing problems with P.E. staff either having to teach a second subject or non-specialist teachers having to teach some P.E. lessons. In both cases, this wasn't felt to be ideal.

"No, at the moment we have two men and one woman, so on the girls side we have non specialists teaching. This has a negative effect and this is going to get worse I think with more cuts likely." (Secondary, metropolitan Wales, small)

"As well as teaching P.E, being the head of P.E, I also have to do maths. So my time is now also taken up teaching and marking maths lessons, because that's the way the school has sorted the curriculum. They've gone away from being a specialist just in your subject and everyone has had to be more flexible. The big drawback is you have a limited number of hours, whatever time you allocate to your job something has got to give." (Secondary, rural heartland, medium)

Support

Secondary schools didn't receive a great deal of support when it came to curricular P.E. with most activities being taught by the staff in the P.E. department. Those who did receive support, found it valuable and said they would welcome more. The main avenues of support mentioned were:

- Other teaching staff at the school and Governors
- Local sports and leisure centres
- Local sports clubs
- Students from the local University

"We have got a few teachers who are not P.E. specialists who give up their time willingly. Outside the P.E. department we have teachers who will give a helping hand especially with football, refereeing matches, going away with teams." (Secondary, valleys, medium)

"We get help now and again. The Ospreys came up once and we had someone come from the WRU who did rugby coaching. Swansea City Football Club have also helped in the past." (Secondary, valleys, small)

"We don't have any outside help really. I'm not saying staff aren't supportive but there's nobody to run clubs outside of the department on the girls side. On the boys, there is one other member of staff who helps with clubs and fixtures and things which is good." (Secondary, metropolitan Wales, small)

"We have just had four squash coaches with walls in today. We've had dance companies in. We had another teacher who used to run hockey. We've got a student for half a term from the University, who is doing table tennis. We have another teacher doing a judo club. Some of the Governors are also really helpful. We are quite well off." (Secondary, rural heartland, medium)

A minority of schools were opting to buy in coaching for some activities such as dance, and therefore the children sometimes had to pay for these.

"Curricular wise, we've got Diversions Dance Company coming in. Children in year 7 have to pay for this so it's sort of between curricular and extracurricular. We do self-defence

kickboxing and hip-hop dance, so we have local coaches in to deliver that. If it costs money, the children end up having to pay.”(Secondary, rural north, large)

Respondents were asked what extra support they would welcome. On the whole, most schools felt they were able to deliver curricular P.E. adequately with the department staff and help from other teachers in school. A few did say they would welcome support from local sports clubs, however the 5x60 programme at their schools tended to use these organisations to help deliver extracurricular P.E, which was felt to be working extremely well.

“We have got a very good 5x60 officer so that works really well and ties in nicely to support our extracurricular programme. He has made links with some local clubs, which has been great. We don’t really need support with the curricular side, to be honest, it works well with other staff here helping out” (Secondary, rural north, small)

Delivery by age / gender

The majority of secondary schools generally taught the different years separately. During exam time however, this sometimes changed with facilities, staff and time in demand. Teaching the same years together however wasn’t believed to cause any problems.

“No they are generally taught separately. We normally have three classes at one time but they are all from the same year. Saying that it has happened now and again and it’s worked fine. In theory, if you have total flexibility, it is possibly better to group children by skill ability rather than age.” (Secondary, rural heartland, medium)

P.E. provision to boys and girls was similar, with most schools aiming for equality and both genders being offered a wide range of activities. Nowadays, more girls were keen to take part in traditional boys’ sports, so these were also being offered.

“No we aim for equality. The traditional games tend still to be taught separately but there is equality in terms of opportunities and provision in terms of facilities and equipment.” (Secondary, metropolitan Wales, large)

“No there are no gender difficulties. There is no difference really because the programme has been running for a few years now. You might get a difficult year group now and again. We have got three staff and the boys and girls do the same.” (Secondary, rural north, large)

A minority of schools, with poor facilities, did tend to struggle on occasions with providing indoor activities for girls, mainly when the weather was poor, as they weren’t so willing to go outside.

“Yes I think so, we have got poor facilities here and the boys will still go out and do rugby and football in the rain, but the girls won’t. They will just bring in notes if it’s raining and as we have got no sports hall, it’s difficult, but we try and give the girls as much indoor facilities as possible. We need a big sports hall, as the lack of space is restricting us especially for the girls.” (Secondary, metropolitan Wales, large)

It was felt that in some schools, boys did tend to be more enthusiastic than girls when it came to P.E, and girls were more likely to lose motivation and drop out than boys.

“No not really. We work really hard here to ensure that everyone understands the importance of P.E. to their personal life, and we offer a wide range of subjects. I think however, boys can be more enthusiastic than girls when it comes to P.E. but I think you’ll probably find that in all schools. Girls if they do get involved tend to lose motivation and are more likely to drop out than boys.” (Secondary, valleys, medium)

An interesting point raised by a few respondents, was the problem girls have with the lack of sports clubs available to them outside of school. Boys could easily join one of the many football or rugby clubs, but there wasn’t many sporting networks provided for girls. It was felt that something needed to be done about this, to keep girls motivated and interested in team sports, outside of school.

“What the girls do suffer from is that there are no networks outside of school. There are no netball clubs for girls like there are football clubs for boys. There isn’t much to keep girls motivated in team sports after year 9. In years 10 & 11, there is a huge drop off in girls taking part and something needs to be done to keep girls active and interested in sport.” (Secondary, valleys, medium)

4.2 Extra Curricular P.E.

4.2.1 Delivery of Extra-Curricular P.E.

Most schools felt they were able to offer enough extra-curricular activities with a wide-range of clubs and teams available to pupils.

“There is loads here. It is quite a strong school as far as extracurricular, there’s the music department, there’s drama. There is always some performance being prepared for and P.E. is up there and offering just as much really.” (Secondary, rural north, large)

A few schools however, were restricted in the amount of extra-curricular activities they could offer, due to lack of facilities at school, a limited number of staff and problems with cover.

“This year - no, because of the cover restrictions that have been put in place. This means members of staff can’t leave school. It’s affected our department as it means we can’t leave school early at the end of the day because no other member of staff is allowed to cover. This is especially a problem in the winter months because it’s too dark to play. This has had an impact on playing other schools and has forced us to do more in-house.” (Secondary, rural north, small)

“I think it’s all down to facilities again. I’d love to do tennis but we have no tennis courts. I’d love to do more things if we had more facilities. So I think you are restricted as far as your facilities.” (Secondary, metropolitan Wales, large)

Type of activities offered

Numerous different activities were offered at many secondary schools, with traditional games now often provided for the boys and girls along with many non-traditional ones.

“There are the major team games, football, rugby and netball. Through 5x60 there is table tennis, badminton, all different forms of dance and gymnastics. These tend to be lunchtime and then the games are after school, mainly.” (Secondary, rural north, small)

“We have a squash club, break-dancing, street dancing, tennis, dodge ball, swimming, girls’ football, water polo, lifeguards, table tennis, indoor rowing, kayaking, basketball and we have gym club, volleyball, rugby, football, netball and hockey. There is a big choice. The clubs are lunchtime and after school.” (Secondary, metropolitan Wales, large)

The 5 x 60 scheme was felt to have helped the situation significantly over the past few years, with schools now able to offer many new activities, such as street dancing, dodge ball and table tennis.

“Now it’s great because we have the 5x60 officer who is offering additional clubs like rugby for girls and hockey for boys. We’ve got all the major clubs going on and more.” (Secondary, rural heartland, large)

The number of sports based extra-curricular clubs far out-weighed other subject- based clubs in the majority of schools. Many schools tended to have a sports club on most evenings after school.

“I would say as far as clubs run in the school, about 70% are P.E. compared to 30% other clubs.” (Secondary, metropolitan Wales, large)

Delivery by gender

Generally there continues to be no differences in ease of extracurricular P.E. provision to boys or girls.

“No not really, we are very well integrated here.” (Secondary, metropolitan Wales, medium)

Similar points were raised however by a few schools, as with the provision of curricular P.E. to the different genders. These included the lack of clubs available to girls outside of school and restrictions due to limited indoor facilities

“It’s easier for the boys though as they get involved in school and then they can also play for a club outside as there are so many, but for girls if they want to play netball or hockey outside school there aren’t any clubs around for their age. So when it comes to school they aren’t maybe so enthusiastic as they aren’t used to doing much exercise other than in school. The development officers need to think about clubs for girls outside of school.” (Secondary, rural heartland, large)

Support

Support for extra-curricular P.E. mainly came from other teachers and governors at school, local coaches, local County Council Development Officers and through the 5x60 programme.

“One of the governors does the training for one of the teams; fortunately he is a qualified rugby coach and is CRB checked, so he can do it on his own. The chair of governors runs the Duke of Edinburgh. There is a hockey sports development officer and netball one, so we do try and work with them. There is also a link with a local hockey team called the badgers, and the sports development officer is the link between the children here and the club members.” (Secondary, rural heartland, medium)

Some schools were generally happy with the support they had for extra-curricular activities, this largely being down to the help provided through the 5x60 scheme.

“The 5 x60 has been a great help because with only five days in school there is only so much you can do. It’s helped especially with fringe activities to keep kids more active, but there might not be a competition attached to it.” (Secondary, valleys, medium)

On the other hand, a few schools felt hard done by and would very much welcome more support. Some respondents’ expressed that better links with the county council sports development officers would also be a benefit.

“We don’t really have any support, but a 5x60 officer was appointed last night and will start after Easter, so this is new to our school. Otherwise we don’t get anything. We would like to see Sports Development (from the council) come in and train our 6th form as coaches so they could go out into the primary schools.” (Secondary, rural north, large)

“Not a lot really. I have contacts that are rugby and football referees that I buy in to look after matches. We get some minor parental support. The subject development officers don’t offer much as far as extra-curricular support because they run their own tournaments. They had one on last night. The support is useful and we would welcome more – the more the merrier!” (Secondary, rural north, small)

4.2.2. ‘5 x 60’

There was a varied response to the 5 x 60 programme. Many schools were very happy with their officer, who linked in well with the P.E. staff. The scheme was felt to be extremely valuable in delivering a wide range of activities outside of the traditional games.

“The 5x60 programme is very good and it’s certainly assisted us in delivering other activities which has been great for us.” (Secondary, metropolitan Wales, large)

“It works really well. He does the small things which draws in some pupils who aren’t interested in team games. Some children like doing things individually and it dovetails really well.” (Secondary, rural heartland, large)

Some schools however, didn’t feel that the programme was working as well for them, mainly due to a lack of communication between the 5 x 60 officer and the department staff. The success of the programme was also felt to very much depend on the enthusiasm, and commitment of the officer, which some schools had issues with.

“It’s very good but you have got to have a motivated 5x60 officer. The first one we had wasn’t well motivated but the one we have now is absolutely brilliant.” (Secondary, metropolitan Wales, large)

“Yes we do have an officer; he is shared with another school so we have half of a 5x60 officer. Some parts are working well but there are aspects that could be a lot better, especially communication between the 5x60 and us. Sometimes we are not quite sure what is going to be happening and when. The way maybe it’s advertised to the children is not quite as good as it could be.” (Secondary, metropolitan Wales, small)

One of the main benefits of the 5x60 initiative was that it did get some of the children who weren’t keen on the traditional games to participate in P.E. based activities. This was largely because the 5x60 officer carried out a survey amongst pupils to find out what activities they would like to take part in.

“We have a 5x60 officer who is part funded by the authority and part funded by the school. He came in and did like a census survey and looked at where we were at and where we wanted to be, and he set all these things up and he’s fantastic.” (Secondary, metropolitan Wales, medium)

“Yes to be fair it does work here, because we can offer such a range of activities outside the major games. The 5x60 officer is good as he can concentrate on getting other children who aren’t interested in doing the major games, by offering something different. He got a boy interested in mountain biking a few years ago and now he is the best in Wales, and is 6th in the UK.” (Secondary, rural heartland, large)

4.3 Year 12 Provision

Only a minority of schools were offering P.E. to year 12 and 13 pupils as part of their timetable. This was usually one session a week, where pupils could take part in a range of activities.

“We have key stage 5 recreational, so everyone in year 12 gets one hour a week. I’ve thrown my toys out the pram about this, and this is where 5x60 has helped, because we have been trying to increase the range of activities for year 12, and she has helped us get extra activities.” (Secondary, rural heartland, medium)

In recent years it was felt that examination P.E. had taken priority and therefore the afternoon games that used to be available to the sixth form, one afternoon a week was no longer happening. Due to demands on the timetable, facilities and staffing were limited. Respondents felt that this was a real shame, as there was a demand from the students for P.E. provision.

“We would like to be able to offer say an hour a week on the timetable where they could just come down and take part in a variety of activities but this just isn’t possible due to lack of time on the timetable.” (Secondary, rural north, large)

“We used to have Wednesday afternoon games but now due to a change of management there is now no year 12 P.E. at all. They have examination P.E. and that’s it. There’s no

timetable curriculum P.E. at all. I would definitely like to see some year 12 P.E. and the kids would too.” (Secondary, metropolitan Wales, medium)

One school had made an arrangement with the local community centre for their 6th formers. The school paid a pound per student and they could go and use the facilities for two hours at a time. As it was their choice to go along, this was felt to be giving pupils the responsibility of looking after their own health, and active lifestyle.

“We are about a mile away from the Aberfan Community Centre – they have pool, a couple of squash courts and a free weights gym and also a health suite. So if they couldn’t get P.E. slotted in as an option, we hit off the idea with the support and agreement of the Community Centre. They could go there and the school would pay £1 and they could spend an hour to two hours using their facilities. Girls tend to go along too.” (Secondary, valleys, medium)

4.4 Facilities

On site

When asked about the range and quality of their onsite facilities, some schools were more than happy and believed they had sufficient facilities to meet demand. Others however, felt they had limited facilities available or certain facilities were of poor condition, and therefore needed upgrading or repairing.

“We are very lucky. Indoors, we have a sports hall, swimming pool, a gym, fitness suite, dance studio and allocated classroom facilities. Outside then, there’s an Astroturf, multiuse games area and playing fields.” (Secondary, metropolitan Wales, medium)

“The outdoor facilities are fantastic. We’ve got an eight-lane tartan track, all weather. We have an Astroturf. We do have tennis and netball courts and they are tarmac but they are a worn and tired. We’ve got football and rugby pitches and a lovely cricket pitch. The indoor facilities, on the other hand are abysmal. I have one gym with the paint peeling off the wall, it has a suspended ceiling and if someone throws a ball up high it easily dislodges a tile.”(Secondary, rural heartland, medium)

The following new facilities would be welcomed by some schools:

- Astroturf / All weather pitch
- Fitness studio
- Indoor sports hall

“We are desperate for a sports hall to be honest with you. I can’t think of any schools that haven’t got a sports hall of a good standard.” (Secondary, valleys, medium)

“We would like a larger Astroturf on site. There is talk of one going in the town, which would be no good. We have wanted one for years and the surrounding schools have them. We have just taken all three age groups down to the Welsh championships in hockey, and performed adequately, but not as well as we could because we haven’t got a full size Astroturf. I feel it essential for the development of P.E. in this school.” (Secondary, rural north, large)

The following facilities needed upgrading or repairing at some schools:

- Running tracks
- Drainage to fields
- Changing rooms
- Tennis and netball courts

“The quality of the fields are poor, we need better drainage. We had some new opportunity funding, and we did the changing facilities. The gym itself still works, but it could do with some improvements, and this would definitely enhance my teaching environment.” (Secondary, metropolitan Wales, large)

Most respondents felt that their facilities had got better, or stayed the same in the last few years. Two however, said they felt their facilities had deteriorated.

“They have gone down to some extent. For example, we need a new floor on the sports hall and we have been trying to get this sorted for a long time.” (Secondary, rural heartland, large)

Off site

On the whole, the offsite facilities used by some secondary schools, were felt to be satisfactory. Local leisure centres were the main facility used and some schools also went to local outdoor education centres. One school took pupils to the local university to use their sports facilities, which were excellent and another used a local athletic club.

“Off site, we use the local outdoor education facilities. We are well integrated with the local athletic club and we use all their facilities. We have a great relationship with the manager of the local leisure centre so we’re always welcome to use their facilities. She came on tour with us last year!” (Secondary, metropolitan Wales. medium)

A few respondents mentioned issues with access to their local leisure centres. As they were only permitted to use the facilities at certain times, and other schools used the centres too, it was often difficult to gain access to the required facilities and fit this in with the timetable.

“Next to the school there is a leisure centre, which is gorgeous with a lovely big sports hall. We are working to try and improve our access. We can only use the swimming pool for half a term and there are problems with children being in the changing rooms or pool at the same time as the pubic, the leisure centre won’t allow it now which is mad.” (Secondary, rural heartland, medium)

4.5 Importance of P.E.

The importance and status of P.E. in secondary schools was believed by most respondents to be on an even keel with other subjects. In the majority of schools, the profile of P.E. was good and respondents were happy with how it was viewed.

“It’s no worse and no better. It’s on an even keel generally. Every department goes through the same processes as far as assessment, results etc.” (Secondary, rural north, small)

"I would say it's valued. Colleagues value it and are very supportive. When we have house matches, other teachers come out and supervise spectators. Parents, staff and the senior leadership team definitely value and support it." (Secondary, rural heartland, medium)

The support of the head teacher had a big impact on the status of P.E. and this tended like in primary schools to have a positive influence.

"It's thought of very highly. Senior management are very supportive. The profile of P.E. within the school is good. It's really positive and feedback is good. The head is always very keen to publicize events that are going on. The timetabling shows the importance, most schools at key stage 4 are taking P.E. down to one hour a week, but our school hasn't." (Secondary, rural north, large)

One respondent acknowledged that encouragingly, staff recognized how P.E. did support teaching pupil learning throughout the school and that it develops the children's self-esteem.

"I would say over the last ten years its profile has been on a par with other subjects within the school. I've been here twenty years. I think I'm happy where it stands at the moment. I feel that people recognize that PE does support teaching pupil learning throughout the school and it develops self-esteem." (Secondary, metropolitan Wales, large)

This time around again, one respondent raised the issue that P.E. was felt to bring certain kudos to the school. P.E. was believed to be valued at school but it was felt that this might not be the case if the department didn't keep delivering success

"They like the kudos and the success that it brings but I don't think we are really valued. It's valued in the sense that as long as we keep delivering success." (Secondary, metropolitan Wales, medium)

Cover as previously mentioned was a problem in some schools, with restricted cover policies now in place. This made it very difficult for P.E. staff to leave school early for tournaments and competitions, as they had no other member of staff to cover their lessons.

"There is a lot of pressure for cover and my colleagues in other schools have reported that whoever is in charge of cover is now saying, you can't go to a football match because I can't cover you. They are making it difficult for the P.E. department to make tournaments and championships. I can put my hand on my heart and say we try to be careful not to come out of school too often in lesson, time but there had been no problems in terms of cover here, so far." (Secondary, valleys, medium)

A few respondents said that P.E. is considered as a core subject at their schools. Generally everyone believed that it should be a core subject, as this would ensure adequate time was allocated to P.E. in secondary schools. This is vital to ensure that children grow up understanding the importance of a healthy and active lifestyle.

"We do consider it as a core subject. When we talk about core subjects at this school P.E. is in with them. It's never not been a core subject here." (Secondary, rural north, large)

"Yes, you always hear about people with poor fitness so I think it is vital that you start in school, right at the start at foundation stage and develop it from there. If the children do it

from a young age, it just becomes a way of life. The ideal would be to have two hours a week on games and then an hour for fitness. I think if it were a core subject, it would have more of a priority. You can see the ones who have the skills, it's the ones who come from families where the parents play sports and encourage exercise." (Secondary, rural heartland, large)

Training needs

Some respondents were happy with the training available and felt that in-service training was supported at their schools. Other respondents however, felt that training provision had fallen back and it was now often difficult to attend courses, due to lack of funding.

"In service is well supported in school, the exams are changing so we have had no problems getting people on courses. If we need it we get it and we have never had anyone say you can't go on a course. Our line manager is the deputy head and she is very sports supportive." (Secondary, metropolitan Wales, medium)

"We'd all like to go on training courses to keep fresh but it's just the cost associated with it that is an issue. Colleagues would like to go on an A Level course in PE." (Secondary, rural north, large)

PESS was thought to have really helped over the years in supporting the needs of P.E. teachers. The GTCW on the other hand, weren't felt to be doing such an effective job, as courses weren't as accessible.

"Yes, there are a couple. We need some first aid updating. Knowledge of adventurous activities needs improving. PESS has helped out a lot here because they support what we are doing and our needs. I don't think the General Teaching Council for Wales is necessarily working as well. We have to apply to go on courses and plan them way in advance, which isn't always appropriate." (Secondary, metropolitan, large)

Respondents mentioned that they wished to attend the following:

- Training courses on how to deliver outdoor adventure activities onsite
- P.E. training days instead of inset days (which would be more relevant)
- Athletics refresher courses
- First Aid refresher courses

"Athletics is one, because you're only teaching it once a year so it would be nice to have some sort of refresher course, to update you on new ways of doing things, for example shot put— they are now spinning." (Secondary, rural north, large)

"I think the inset training days we have as a school aren't really appropriate from us, because they are based on year classes. It would be a good idea if they got the P.E. staff from all the local schools together, and then we could have some time with an expert with a sporting background, which would help us with new ideas and we could all share good practice." (Secondary, valleys, medium)

4.6 PESS Development Centres

Only around half of the schools interviewed were or had been part of a development centre. Respondents at these schools thought the programme was working or had worked very well for them.

“It’s been very successful so far, it has paid off. If they could employ two specialist P.E. teachers (perhaps 1 male and 1 female) to cover feeder primaries that would really help the junior school staff. They are not specialist P.E. teachers and they do their best, and now with the requirement of the National Curriculum, they have probably been hit harder than we have in high schools.” Secondary, valleys, medium)

One secondary school had found it hard to get its feeder primary schools to commit to the programme.

“One of my past colleagues used to look after this and unfortunately she didn’t feel it was working, so I have had to take this on. We have had some issues trying to get all our cluster schools on board, but in the last few meetings we seem to be making good progress. The commitment to PESS was the problem. Some of the smaller schools didn’t think they could give up time for staff to get involved, with meetings and courses during school time. At the moment we are planning out our programme for the summer term with visits planned in.” (Secondary, metropolitan Wales, large)

The main benefits were the secondary school P.E. staff got to know the primary school children before they moved up to high school, which enabled them to gauge the level of performance.

The programme was also felt to give primary school children a chance to familiarise themselves with the local secondary school, and its P.E. staff. This meant they had a better idea of what to expect at high school.

Another benefit was the improvement in the standard of gymnastics that had taken place, with children becoming more confident, thanks to the coaching programme of primary school teachers. Some schools were now looking forward to further coaching planned for dance and outdoor adventure activities, in order to raise standards there too.

“There are lots of positives; it gives the students a taste of what it’s like in a large secondary school which is always useful. It lets us know who the students are and what level of performance they have reached. The courses that PESS have put on have certainly developed the standard of gymnastics.” (Secondary, metropolitan Wales, large)

“We’ve been a development centre since 2004. When it first started my colleague went out to our nine feeder primaries. We had a supply teacher come in and cover her when she went out to coach, and teach junior school staff how to deliver gymnastics to start with. There then was a slowly but surely improvement in gymnastics. So we have seen now over say the last four or five years a big improvement in the standard of gymnastics of the pupils coming into our year seven, and then we are building on that.” (Secondary, valleys, medium)

4.7 Overall Impression

There was a mixed reaction from respondents when asked on the whole, did they feel the P.E. provision available at their school was meeting the needs of the pupils. Only a few felt that they were meeting the needs of most of the students, through a wide range of activities and facilities. The 5 x 60 programme was thought to have helped achieve this.

“Yes. We have a wide range of provision that caters for the needs of most types of pupils. That includes the ones who like to work as individuals, as well as those who take part of team sports.” (Secondary, valleys, small)

“Yes it does, we are quite traditional with our activities but the 5x60 has enabled us to offer a much bigger range of activities for the children.” (Secondary, rural heartland, large)

The majority however, felt they were only able to meet the needs of some students, largely due to time restrictions and lack of funding, thus consequently lack of facilities.

“I would say it’s meeting the needs of some of the students, but with more help, more personnel, more time and money we could do a lot more. The children do enjoy, there is a very good response.” (Secondary, metropolitan Wales, small)

In the main, the children were believed to be enjoying the P.E. activities available to them in secondary schools. This was felt to include those who liked to work as individuals as well as those who were taking part in team sports.

“From the review, yes definitely the students are enjoying and they are saying the quality of delivery is high. It’s anonymous. There are hundreds of kids staying behind after school for clubs, and that’s boys and girls.” (Secondary, metropolitan Wales, medium)

“I would hope that the positive feeling they get from lessons encourages them to come and take part in the clubs. I think the staff and the pupils really like taking part, and come back over and over again.” (Secondary, valleys, medium)

When asked if anything could be changed to improve things, some respondents put forward the following suggestions:

- Some new facilities or upgrading of current facilities
- To change the two hour recommendation to a requirement of the curriculum
- Specialist P.E. teachers in primary schools
- Consistency in the delivery of P.E.
- A change in the timetable from 6 x 50 minutes to 5 x 60 minutes.

“It’s very rare for the junior school teachers to be P.E. trained, so to develop Physical Education you have got to have more than just well meaning enthusiastic lay people, as it were. If you put specialists in there, they can build on junior school children’s natural enthusiasm, and hopefully get more kids in to do more with them. If you want the best, you have got to get support for the junior school teachers.” (Secondary, valleys, medium)

“No. There is a need for more time on the curriculum - not a recommendation for two hours but a requirement for it.”(Secondary, rural heartland, small)

*“I think we need to change the timetable from 6 x 50 minute lessons to 5 x 60 minutes, as the hour lessons would be more useful, especially for us with the children needing time to change, and we have to get to the outdoor facilities. We then get more actual contact with our pupils. It would give us more like 45 minutes for an activity rather than 30 minutes.”
(Secondary, valleys, medium)*

Appendices

1. Primary School Topic Guide
2. Secondary School Topic Guide

SPORTS COUNCIL FOR WALES

P.E. PROVISION IN WELSH PRIMARY SCHOOLS 2008-2009

FINAL TOPIC GUIDE

Matrix

Area / Region _____
Size of School _____
Development Centre _____
Free School Dinners _____
Welsh / English _____

1. INTRODUCTION

- Thank respondents for agreeing to take part. Introduce self and Beaufort Research
- Explain aims and scope of study – being undertaken by Beaufort Research on behalf of the Sports Council for Wales and is concerned with the delivery of P.E. at Key Stage 2 in Welsh primary schools
- Explain purpose of interview is to complement a large scale survey that's recently been undertaken by providing more in-depth feedback in certain areas
- Explain that interview will take around 30 minutes
- Explain that interview needs to be recorded so that feedback such as non-attributable verbatim can be used in the report. Reassure about confidentiality – re-enforce that purpose of recording is purely to aid analysis

NOTE: REMIND RESPONDENT THAT THIS RELATES PURELY TO KEY STAGE 2

2. CURRICULAR P.E.

- What influences you in your decision on which P.E. activities to deliver?
- Is enough time dedicated to curricular P.E.? Explore
- Do you have enough staff to deliver curricular P.E.? If you haven't what effect does this have?
- Do you have the support/help of other individuals/organisations – what sort of support? Is it useful? How? If no – what support would they like to have?

- How important is it that staff delivering curricular P.E. are specialist* P.E. staff? Why is that?

(*A significant proportion of their formal teacher training related to P.E.)

- Some primary schools sometimes bring in a specialist from a private organisation to teach curricular P.E. Is this something that you do at your school or have done in the past? If yes, how do you feel it works? If no, is it something you would consider in the future?
- Are different school years taught together? If yes, what impact does this have if any?
- Any differences generally in ease of curricular provision to boys as opposed to girls? What?
- Are you able to offer 2 hours curricular based P.E. per week to each pupil? Explore any differences across year groups. If not, explore barriers to this.
- Are you able to deliver as much curricular PE as you would like to? – If not, explore barriers?

3. EXTRACURRICULAR P.E.

Note – these are P.E. activities provided by the school outside of lesson hours.

- Is there enough extra-curricular P.E. provided at school? How does the amount compare with other extra-curricular activities?
- What type of extracurricular activities are available at your school?
- What sort of support do you get from other teachers / individuals / organisations? Who provides this support? E.g. volunteers / parents / club coaches. How useful is this support? How much support do you get?
- Is this enough support? If not why not? What impact does this have? How could things be improved?
- Moving on to Dragon Sports - How do you feel this is working? What are the benefits of the “Dragon Sports” scheme? Are there any ways in which it could be improved or expanded?
- Have you heard of “**In the Zone?**” What’s your understanding of it as a scheme? What’s your opinion of it? How is it working? What are the benefits of the “In the Zone” scheme? Are there any ways in which it could be improved? – (ask if time)
- GIVE BACKGROUND OF IN THE ZONE IF NOT HEARD OF
What do you think of the concept? (ask if time)
- Any differences generally in ease of extracurricular provision to boys as opposed to girls? What?

- Are you able to deliver as much extra-curricular PE as you would like to? – If not, explore barriers?

4. FACILITIES

- What facilities do you have for P.E.?
- What do you think of the P.E. facilities that you've got?
 - on site
 - off site
- How could current facilities be improved?
- What facilities would you welcome that you currently don't have?
- Would you say that you have sufficient facilities to meet demand?
- Have facilities got better / worse / stayed the same in the last few years?

5. STATUS AND SUPPORT FOR P.E. IN SCHOOL

- How is P.E. viewed in terms of importance compared with other subjects in your school? Explore reasons for being of higher or lower importance.
- How much support is given to P.E. by your school? How do you feel this compares with other subjects?
- What effect does P.E.'s importance within your school and the support it's given have on its delivery?
- Thinking of your Continuing Professional Development. What particular training needs do you have? Are they being met? How could training be improved? (*ask if time*)

6. DEVELOPMENT CENTRES

- Check if part of development centre (all should be)
- Overall opinion of development centre – negatives and positives?
- How, if at all, has development centre impacted on delivery of P.E.?

7. OVERALL IMPRESSION

- On the whole, do you feel that the P.E. provision available in your school, both curricular and extra-curricular is meeting the needs of the students? Do you think they enjoy the activities offered?

- Is there anything you feel could be changed to improve things? How could this be achieved?

THANK AND CLOSE

SPORTS COUNCIL FOR WALES

P.E. PROVISION IN WELSH SECONDARY SCHOOLS 2008-2009

FINAL TOPIC GUIDE

Matrix

Area / Region _____
Size of School _____
Development Centre _____
Free School Dinners _____
Welsh / English _____

4. INTRODUCTION

- Thank respondents for agreeing to take part. Introduce self and Beaufort Research
- Explain aims and scope of study – being undertaken by Beaufort Research on behalf of the Sports Council for Wales and is concerned with the delivery of P.E. in Welsh secondary schools
- Explain purpose of interview is to complement a large scale survey that's recently been undertaken by providing more in-depth feedback in certain areas
- Explain that interview will take around 30 minutes
- Explain that interview needs to be recorded so that feedback such as non-attributable verbatim can be used in the report. Reassure about confidentiality – re-enforce that purpose of recording is purely to aid analysis

1. CURRICULAR P.E.

- What influences you in your decision on which P.E. activities to deliver?
- Is enough time dedicated to curricular P.E.? Explore.
- Do you have enough staff to deliver curricular P.E.? If you haven't what effect does this have?
- Do you have the support/help of other individuals/organisations – what sort of support? Is it useful? How? If no – what support would they like to have?
- Is your school offering more or less curricular P.E. activities now than in previous years? Explore.
- Are different school years taught together? If yes, what impact does this have if any?
- Any differences generally in ease of curricular provision to boys and girls? What?

- In recent years do you feel the provision of P.E. has improved or declined ? Explore why.
- Are you able to offer 2 hours curricular based P.E. per week to each pupil? Explore any differences across year groups. If not, explore barriers to this.
- Do you think PE should be a core subject? – what impact would this have on delivery?

2. EXTRACURRICULAR P.E. (YEARS 7-11)

Note – these are P.E. activities provided by the school P.E. department outside of lesson hours.

- Is there enough extracurricular P.E. provided at school? How does the amount compare with other extra-curricular activities?
- What types of activities are available at your school?
- What sort of support do you get from organisations and individuals? Who provides this support? E.g. volunteers / parents / club coaches. How useful is this support? How much support do you get?
- Is this enough support? If not why not? What impact does this have? How could things be improved?
- Any differences generally in ease of extracurricular provision to boys and girls? What?
- How is the 5 x 60 programme working in your school? What is your general overall perception of the programme?
- How does the 5 x 60 programme team link in with the P.E. Department? What sort of a relationship do you have with them – completely integrated vs. operate in isolation?

4. YEAR 12 P.E. PROVISION

- Are there any particular issues relating to the provision of P.E. to year 12 pupils? Explore.
- Are any activities available for year 12 pupils? Is there a demand in your school from students in this year?

5. FACILITIES

- What facilities do you have for P.E.?

- What do you think of these facilities?
 - on site
 - off site
- How could current facilities be improved?
- What facilities would you welcome that you currently don't have?
- Would you say that you have sufficient facilities to meet demand from pupils?
- Have facilities got better / worse / stayed the same in the last few years?

6. STATUS AND SUPPORT FOR P.E. IN SCHOOL

- How is P.E. viewed in terms of importance compared with other subjects in your school? Explore reasons for being of higher or lower importance.
- How much support is given to P.E. by your school? How do you feel this compares with other subjects?
- What effect does P.E.'s importance within your school and the support it's given have on its delivery?
- Thinking of your In Service Training. What particular training needs do you have? Are they being met? How could training be improved? *(ask if time)*

7. DEVELOPMENT CENTRES

- Check if part of development centre (all should be)
- Overall opinion of development centre – negatives and positives?
- How, if at all development centre has impacted on delivery of P.E?

8. OVERALL IMPRESSION

- On the whole, do you feel that the P.E. provision offered in your school, both curricular and extra-curricular is meeting the needs of the students? Do you think they enjoy the activities offered? Explore.
- Is there anything you feel could be changed to improve things? How could this be achieved?

THANKS AND CLOSE