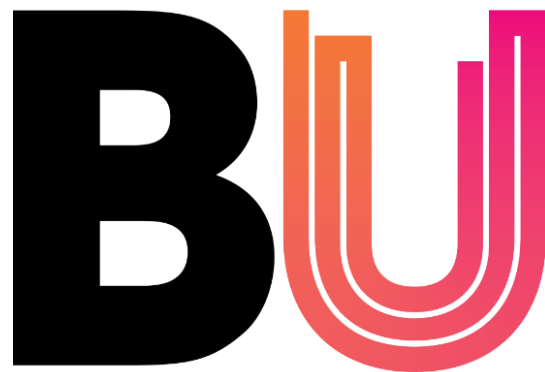


Winton Primary School PE Report



**Bournemouth
University**

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Abbreviations

BU – Bournemouth University

CPD - Continued Professional Development

DfE – Department for Education

ITT - Initial Teacher Training

NQT – Newly Qualified Teacher

PE – Physical Education

QTS - Qualified Teacher Status

UK - United Kingdom

WPS – Winton Primary School

1.0 Executive Summary

This report aims to understand the current political landscape of physical education (PE) in primary schools in the United Kingdom (UK) and the emerging role of specialist teachers within PE. Furthermore, the report will focus on the visual teaching materials that were produced for our clients at Winton Primary School (WPS) to help further support the development of the subject across the school.

2.0 - Introduction

A number of researchers have expressed concern over the quality of PE teaching in primary schools - identifying personal experience, lack of confidence and qualification of non-specialist teachers as the key factors (Morgan and Bourke 2008; Morgan and Hansen 2008; Elliot et al. 2013; Burgess & Goulding 2009). In 2012, the head of the Youth Sport Trust and former chief executive of UK Sport, Jon Steele, called for every school to have a specialist PE teacher to improve the overall quality of PE in primary schools (Guardian 2012). While, there has been some progression towards this target in recent years, only 46% of academies have employed a PE specialist. This figure is as low as 38% for schools maintained by the local authority (DfE 2015), reflecting the slow progress towards improving the quality of PE in primary schools.

Developing a 'Watch. Learn. Deliver.' programme, seven BU Students undertook a consultancy project at WPS and produced a case study, specifically focusing on the schools current PE approach and framework. The framework in question, is choreographed by their two full time PE specialists, Mr Millar and Mr Burt. A majority of the consultancy case study focuses on showcasing the specialist teacher's effect on the school, as well as the construction and promotion of a series of video clips, to visually assist non-specialist teachers with the delivery of PE and improve their confidence on the subject matter. In addition, the current condition of primary school PE and the importance of PE to adolescents, will be analysed and discussed in the section below.

3.0 - Current Landscape of Primary School PE in the UK

3.1 - Importance of Physical Education

PE plays a key role in shaping an adolescent's future physical activity knowledge and habits through the expertise of the teacher (Bennie and Langan 2015; Whitehead 2011). The health benefits attained by regular physical activity are commonly well-known (Armour and Duncombe 2004; Sallis and McKenzie 2012; Breslin et al. 2012), however a high percentage of primary school children do not meet recommended physical activity levels to ensure these benefits. Only 23% of boys meet the physical activity guidelines of at least 60 minutes of physical activity every day, and for girls the figure is as low as 20%. Low levels of physical activity in children can lead to various health problems in later life. For example in 2015/16, 20% of children were obese compared to 17% in 2006/07 (NHS 2017), causing a large resulting strain on the NHS.

For many years, PE in the UK has been at the negative end of a decline and marginalisation in schools, which only recently has received some government intervention (Jung et al. 2016). Sport England has increased the level of financial funding for primary schools to spend on PE (DfE 2015). Furthermore, Griggs (2016) suggests that improvements towards the state of PE will come through employing PE specialists, although a minority of primary schools are using their funding in this way. It seems that the concerns will continue to remain over the future of PE in primary schools, unless head teachers start to correctly invest their money into specialist teachers who set the tone for the quality of PE delivery (Jones and Green 2017) at the formative level of the next generation of children in the UK.

3.2 - Physical Education Delivery

There are two levels of delivery in primary schools – both specialist and non-specialist teachers. It is clear that specialist teachers have higher levels of confidence when it comes to planning, delivering and elevating a curriculum in their field, in comparison to non-specialist primary school teachers. According to Morgan and Bourke (2008), the major factors that affect general classroom teachers delivering PE includes; inadequate training, lack of time to plan, limited support/resources, and confidence issues. This highlights the need for an increase in PE focused teacher training time on degree courses and post-graduate teaching schemes, such as PGCE and School Direct - as well as ongoing continual professional development (CPD) for existing teachers. It is recognised that a PE CPD programme has been made available in the curriculum for all teachers since 2004 (Armour and Duncombe 2004), however it is still an issue within primary schools and the need for specialised teachers is ever present for better educational outcome (Okely 2017).

3.3 - Sport Education Pedagogy Framework and PE Teaching Methods

Physical Literacy is described as the motivation, confidence, physical competence, knowledge and understanding, that provides children with the movement foundation for lifelong participation in physical activity (Kirk 2013). Its outcome includes; the acquisition of motor skills, movement skill competencies, improved physical fitness, positive attitudes toward physical activity, pro social behaviours, increased persistence, effort, and intrinsic motivation in physical activity (Lubans et al. 2010).

In an educational context, developing physical literacy is the foundation of PE and school sports. Physical literacy refers to the outcome of any structured PE and school sport provision, which is achieved more readily if learners encounter a range of age and stage appropriate opportunities. The framework seeks to help teachers become more considerate with providing more inclusive opportunities specific to all students to maximise the potential to develop the physical literacy of all pupils through PE and school sport.

The Sport Education framework offers a theoretical overview for on-going units of instruction in PE classes, drawing focus on six key features of; “seasons; affiliation; formal competition; culminating event; keeping records’ and festivity” (Pennery et al. 2005). This is something that the two specialists at WPS have implemented in recent years with the introduction of assessments, competition and participation events both internally and externally as well as structuring a comprehensive curriculum for the school. The use of this provides a clearer direction for teachers on the structuring of PE sessions.

The Sport Education framework is firmly associated with efforts to include students who may be marginalized in PE and sport contexts, to encourage more equitable and inclusive practices. This is achieved by introducing 'other roles' (e.g. 'timekeeper') into the context of sport, removing the barrier of sport just being about the 'players'. This provides the opportunity for all children to be fully engaged with the subject comfortably, while also providing a relatively sense of responsibility for the students to take control of their own learning (Pennery et al. 2005).

3.4 – Funding

Funding is an essential component within any primary school, as it helps towards buying equipment and key resources. Without funding, schools across the UK would struggle to subsidise their activity - especially in PE, where additional equipment is essential. This is provided by the Department for Education (DfE) each year and the amount of money a school receives, depends on how many pupils they have in each class. The DfE break this down by allocating a lump sum of £16,000 to any school that has 17 students or more pupils and an additional £10 per child. The school can then use this money towards anything PE related, such as sports coaching, facilities or educational trips. In June 2016, the government confirmed that the level of premium funding was set to double to £320 million per year until 2020, as of September 2017 (Ofsted 2016).

The increased level of premium funding is an extremely important factor for WPS, as they use a percentage of funding to help pay for a full time PE teacher throughout the year. This has consequently had a significant positive influence on the way the school operate in PE, predominantly the quality of teaching - which has been proven through the outstanding results the school has achieved in local competitions. Although more funding has been announced since David Cameron's tenancy, primary schools have still suffered a lack of workable resources for every pupil and the good work that primary schools have implement thus far, is at risk of being reversed.

3.5 - Physical Education Specialists

Before exploring the benefits of specialist PE teachers, we must first acknowledge exactly what differentiates them from the more abundant teachers you will find in primary education. Ultimately, a specialist PE teacher is someone that undergoes Initial Teacher Training (ITT) and who then goes on to gain a qualified teacher status (QTS) within PE. This QTS can be gained via two avenues, university-led training through an undergraduate/postgraduate professional training or through school-led work-based training. In gaining a QTS, as well as learning all about the physical aspects of PE, it will also teach them to install teamwork, collective responsibility, discipline, confidence and enthusiasm into the young pupils that are being taught. A specialist PE teacher is essentially somebody with a more developed knowledge of both the physical and personable skills within PE. Specialist PE teachers bring several key benefits to the institution in which they are working, by having such an in depth knowledge of PE and how it should be taught and installed into the students. Additionally, other staff in the workplace can theoretically learn and pick up potential new teaching methods, when they are involved in teaching themselves and increase the overall standards of teaching in physical primary education.

4.0 - Case Study

4.1 - Aim

This case study aims to explore the role and positive impact specialist teachers have in promoting a higher quality of PE provision in primary schools in the UK. The study will also identify the importance of PE and critique the current state of PE in primary schools and offer recommendations for the future provision of PE in the UK. The focus for this case study is WPS, in Bournemouth.

4.2 - Winton Primary School

With over 800 pupil's on-roll, WPS is one of the largest state funded primary schools in Bournemouth, having reached four form entry in 2017. WPS are also one of only a few state funded schools in the UK that employ two specialist PE teachers, to provide a high quality of PE and sport throughout the school.

Expanding on the key points previously identified in the evaluation of the current landscape of PE, the study will analyse the differing effects of specialist teachers and non-specialist teachers. The study will also identify the stance that WPS has taken to lead the way in enhancing the quality of sport and PE. The example of WPS has set an excellent framework which has not only benefited the school itself, but also sets a benchmark criteria which could be duplicated by other schools across the UK, to help improve PE.

4.3 - What PE Specialist Teachers Do at Winton Primary School

WPS use its sport premium to help fund their two specialist PE teachers, Mr Millar and Mr Burt. Their job is to raise standards and level of achievement across the school in PE. In addition to delivering high quality PE lessons to every child, they are also given time outside of teaching to manage the subject. Since their introduction, the school has seen a rise in profile of the subject and an array of new opportunities for the children. These include; competing at whole school festivals and competitions, external competitive events run by Active Dorset and the chance to be Young Leaders and act as role models for younger pupils. Mr Millar and Mr Burt have also gone the extra mile and created supportive initiatives such as 'Growth Mindset in PE' and 'Lunchtime activities' - which creates alternative, interactive ways to keep children active for at least 1 hour each day and encourage the children to develop good life habits. Furthermore, both PE specialists are responsible for managing the timetabling of lessons and CPD, for the non-specialist PE teachers at WPS.

4.4 - How and Why PE Specialist Teachers Were Implemented at Winton Primary School

In 2015, forwarding thinking head teacher, Mr Tarchetti, decided it was time for a new framework and attitude towards PE at WPS. This new framework would allow the two specialist PE teachers to work with existing teaching staff, to create a PE leadership team and create a whole school ethos that would oversee the progress in all elements of the PE curriculum.

The ethos from the beginning of the framework, was to create an environment whereby the focus would be on the indicators of improvement. These were; increasing whole school PE engagement, raising the profile for PE across the school with both pupils and parents, increasing staff confidence and knowledge of delivering PE, increasing the range of sports for pupils and finally, an increase in participation of competitive sport among pupils.

As previously mentioned - the two PE specialists are partially funded by the school's Sport Premium funding, as well as WPS allocating them additional funds from the whole school budget, to help improve and maintain high quality resources - such as sports equipment.

4.5 - The Effect PE Specialist Teachers Have Had on Winton Primary School

Since the new ethos, WPS has seen a significant increase in results throughout the school – most notably, a rapid climb up to 5th out of 28 in the attainment tables for schools in Bournemouth, showcasing an 82% increase in attainment. In spring 2016, the school also recorded positive progress in other core subjects, with Mathematic SATs results being the 4th highest in Bournemouth. Additional sporting achievements have included winning a local football tournament, finishing 3rd place finish in cross country and a 3rd and 4th place finish in a county table tennis tournament.

Furthermore, WPS have continued to maintain the School Games Gold Mark award in recent years - the highest possible award.

Pupil feedback has been overwhelmingly positive in regards to PE at WPS and specifically the impact of the specialist teachers. One Year 3 pupil described Mr Millar as “The best”, because “He always gives me top tips to improve my gymnastics”. Another pupil in Year 6 described his excitement for PE, explaining “It is good for my health and gets me running around”.

4.6 - How PE Specialist Teachers Support Non-Specialist Teachers at Winton Primary School

Although each class has two hours of PE per week, the two specialist teachers can only deliver one hour of high quality PE to each class, as the school is so large. To try and continue and maintain the progression for each lesson, the specialist teachers provide a lesson plan that is easy to read and deliver to the pupils for the non-specialist teachers. As previously mentioned however, a majority of non-specialist PE teachers struggle to deliver a quality PE lesson, due to a variety of reasons ranging from a lack of confidence, to an inadequate knowledge of the subject.

4.7 - Bournemouth University Student Consultancy

In September 2017, Bournemouth University (BU) students were approached by WPS, to help assist with the development and reframing of PE in the current climate of government policy. The students were tasked with creating a showcase video of the current PE offerings provided by WPS’s new ethos and also a series of modelled lessons and easy to use teaching materials that would be made available to the non-specialist teachers, to help with their CPD.

Students got to work filming activities and curriculum PE lessons delivered by the specialist teachers at WPS – filming over 15 hours of a variety of sports footage, focusing on football, gymnastics and tag rugby. Other sports such as hockey, tennis, dance and basketball were also filmed, as well as competitive school fixtures. Once the hours of footage were collected and sieved through, they were able to edit and create a high quality promotional video montage, which showcased the PE at WPS. Using the footage, students also created a series of modelled lessons – called the ‘*Watch. Learn. Deliver.*’ programme - whereby non-specialist teachers have access to a series of football, tag rugby and gymnastics video clips to support the lesson plans created by the specialists.

The ‘*Watch. Learn. Deliver.*’ programme has been specifically designed so that it is easily accessible to all teaching staff and additional sports can be added by either the existing PE specialists or future BU students undertaking their consultancy project at WPS. The dynamic nature of the programme will hopefully help maintain the excellent relationship between WPS and BU, into the foreseeable future.

5.0 - Conclusion

To summarise, it has been established there is nationwide issue in relation to PE delivery in primary schools. The key issue that has surfaced, is a severe lack of confidence and subject knowledge carried by non-specialist teachers, which is negatively impacting their ability to deliver high quality PE lessons. This is a problem which the newly developed 'Watch. Learn. Deliver.' programme aims to address and overcome, by supporting non-specialists current CPD. It is acknowledged however, that the 'Watch. Learn. Deliver.' is solely designed for qualified teachers and therefore, additional PE specific training time needs to be allocated to teacher training degrees and courses, prior to qualification. This will help newly qualified teachers develop a greater understanding of the subject and install confidence in delivering high quality PE, from the very beginning of their career.

The case study has highlighted the importance of PE specialist teachers and their contribution towards a primary school's success. Nevertheless, despite an increase in sport premium funding in recent years, the number of schools which employ a PE specialist is relatively low and is a concern which needs to be addressed. This could be achieved through a government change to sports premium spending criteria, to enable all schools to employ a full time PE specialist with their allocated funding. For smaller schools who may not be able to employ a full time PE specialist, they should be advised to cluster their funding with neighbouring smaller schools to create a partnership to optimise the use of a shared PE specialist.

Moving forward, it is recommended that both BU and WPS continue to maintain the outstanding relationship that has been built and both parties continue to develop the WLD programme into the future - by expanding on the range of sports and activities covered. It is also recognised that WPS should promote their whole school ethos and educate other primary schools on the successful framework of PE they have established, in order to set the standard for primary PE in the region.

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