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of Glasgow

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PhD thesis

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**The social construction of
Higher Grade Physical Education:
Teacher curriculum decision making and
pupil subject choice (Volume 2)**

Appendices to complement Volume 1

by

Ann MacPhail, B.Ed.

**Thesis submitted in part fulfilment of the requirements
for Ph.D. Doctoral Programme**

**University of Glasgow
Faculty of Arts, June 2001**

Appendix 3.1:

**Set of questions posed to the advisor of physical education serving on the
HGPE JWP**

Evolution of HGPE

1. How did the concept of HGPE originate?
2. Who was involved in the joint working party?
3. How were pilot schools chosen?
4. What changes arose from the pilot schools?
5. Was the pilot stage of HGPE adequate?
6. Were other approaches/content not involved in the final arrangements document considered?
7. Who has been primarily concerned with development of resource materials?
8. What value has HGPE added to the subject of PE?
9. Number of HGPE registrations/Number of schools/Year?
10. Is there an apparent division between the gender of pupils undertaking HGPE?
11. Approval from SUCE is provisional until 1996. With this date approaching, how will HGPE be evaluated in connection to it being added to the SUCE's approved list?
12. Do you agree with SUCE's view that HGPE should not be regarded as a 'science'?
13. Is there a next step for school PE after HGPE?
14. Do you anticipate that the 'Higher Still' proposals will effect HGPE. in any way?
15. What current issues regarding HGPE are you aware of?
16. Are there any aspects of HGPE that you feel need to be reconsidered?

Appendix 3.2:
Set of questions posed to the SEB Examination Officer serving on the
HGPE JWP

Evolution of HGPE

Statistics, if possible for every year HGPE has run, for the:

- number of schools involved, from each region, in HGPE
 - number of candidates put forward for HGPE, from each region
 - male / female split of candidates undertaking HGPE
 - pass rate of candidates sitting HGPE
-
- Your own role in the examination of HGPE:
 - any involvement at the implementation stage? For example, input into the Joint Working Party for HGPE?
 - setting criteria to be fulfilled by HGPE?
 - dealings with SUCE?
-
- Publications/documents/minutes that list the stages HGPE followed in finally gaining provisional approval from SUCE

Appendix 3.3:
Correspondence received from Strathclyde Regional Council
Department of Education

Strathclyde Regional Council
Department of Education
Strathclyde House, 20 India Street, Glasgow G2 4PF

Director: Frank Pignatelli

Assistant Director: Linda R Marsh

Tel: Direct Line 041-249 4273

Telex: 77428 Fax: 041-249 4220

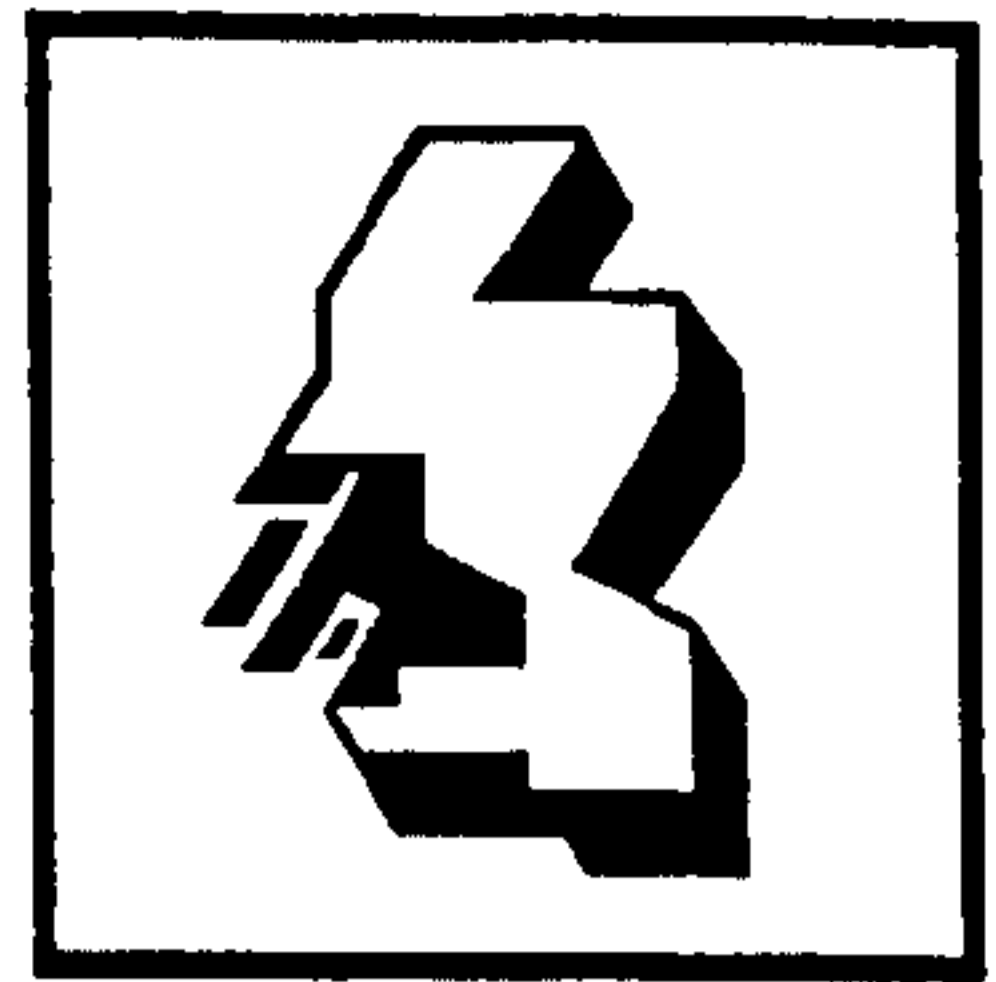
Our ref: LRM/JMcM

Your ref:

Date: 27 February 1995

If phoning or calling please ask for John McMahon

Location: Dalian House, 350 St. Vincent Street, Glasgow



Strathclyde
SCOTLAND



A nuclear-free zone authority



An equal opportunities authority

Ms. Ann MacPhail
Physical Education and Sporting Science
University of Glasgow
64 Oakfield Avenue
GLASGOW G12 8LT

Dear Ms. MacPhail

Thank you for returning the completed application and standard form contract. I am now pleased to inform you that approval has been granted at both regional and divisional levels for you to approach the headteachers of the schools named in your proposal to ask if they are willing to take part in your project.

When you contact the headteachers of the schools involved you should enclose a copy of this letter as proof of regional and divisional authorisation but I would remind you that it is the head of the establishment who has the final veto over whether or not his or her school shall participate.

It will be necessary for you to obtain parental approval for pupils to take part in your project and to help you with this I have enclosed a copy of the form you should use and a copy of the notes on parental consent procedures.

I wish you every success with your project and if I can be of any further assistance please do not hesitate to contact me.

Yours sincerely

John McMahon
Research Management Unit

Appendix 3.4:
**Copy of letters to Headteacher and PTPE sent with
teacher questionnaires to schools**

7 November, 1995

Dear Headteacher,

I am contacting you to ask you if you are willing for your Physical Education Department to take part in a research project. I have been granted permission from Strathclyde Regional Council to approach you. The letter of confirmation is enclosed for you to review.

All that is required in this project is for the Principal Teacher of Physical Education to complete one of the two attached questionnaires. If you approve of your school's involvement, I would appreciate it if you would pass on the enclosed package to the Principal Teacher of Physical Education. If for any reason this poses you any problems, please let me know.

I am doing a Ph.D. in Physical Education and Sports Science at the University of Glasgow. My study is entitled 'An evaluation of teachers' and pupils' views of factors that influence Higher Grade Physical Education'. The topic is very current and I have received positive feedback from Physical Education teachers, Advisors of Physical Education and Directors of Education, who believe a study of Higher Grade Physical Education is an interesting and valuable topic.

If you have any queries in connection with the questionnaire, or the study in general, please do not hesitate to contact me at the address given below, or phone asking for extension 5920.

Yours sincerely,

Ann MacPhail, B.Ed.
Graduate Assistant
Department of Physical Education & Sports Science
University of Glasgow

*Department of Physical Education & Sports Science
64 Oakfield Avenue, Glasgow, G12 8LT
Phone No: 0141-330-5429 Fax No: 0141-330-5079*

2 October, 1995

Dear Principal Teacher of Physical Education,

I am contacting you in the hope that you are able to complete the attached questionnaire. The topic of the questionnaire is Higher Grade Physical Education which, to date, has had very little evaluation from Physical Education teachers. Your viewpoint on this topic is therefore very important.

The questionnaire enclosed has been designed to collect teachers' views of the factors that have influenced the teaching of Higher Grade Physical Education. I would ask you to pass on the questionnaire to another member of your staff if you are not involved in the teaching of Higher Grade Physical Education in the school. A response from your department would be of great benefit in assessing the factors that influence schools to teach Higher Grade Physical Education. The topic is very current and I have received positive feedback from Physical Education teachers, Advisors of Physical Education and Directors of Education, who believe a study of Higher Grade Physical Education is an interesting and valuable topic.

All answers will be confidential. The coding on the questionnaire is purely for data purposes. I will send you a brief summary of the outcome when the study is complete.

If you have any queries in connection with the questionnaire, or the study in general, please do not hesitate to contact me at the address given below, or phone asking for extension 5920. Further copies of the questionnaire may be obtained if necessary.

Thank you for your time and I look forward to receiving your completed questionnaire in the stamped return envelope included.

Yours sincerely,

Ann MacPhail, B.Ed.
Graduate Assistant
Department of Physical Education & Sports Science
University of Glasgow

*Department of Physical Education & Sports Science
64 Oakfield Avenue, Glasgow, G12 8LT
Phone No: 0141-330-5429 Fax No: 0141-330-5079*

Appendix 3.5:

Main study questionnaires (one for teachers offering HGPE and one for teachers not offering HGPE)

BEST COPY

AVAILABLE

TEXT IN ORIGINAL IS
CLOSE TO THE EDGE OF
THE PAGE

Please answer the questions in relation to when your department decided to teach H.G.P.E. Do not answer in relation to anytime after that period.

First, read one question at a time and insert the number that corresponds with the extent you agree with the question. Staying with the same question, enter a number in the second box that corresponds with the extent that the situation / viewpoint influenced your department's decision to teach H.G.P.E. at that time.

In the column headed **A**, insert the number that corresponds with your response to the question:

Yes = 1, No = 2, Not sure = 3

In the column headed **B**, insert the number that corresponds with the extent that the response in column **A** had in influencing your department's decision to teach H.G.P.E.

Strongly influenced = 1, Influenced = 2, Not sure = 3, Very little influence = 4, No influence at all = 5

Therefore, across from each question, there should be two numbers.

	A	B
1. Were teachers in your department interested in teaching H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
2. Was there a sufficient amount of equipment available for the teaching of H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did you believe that H.G.P.E. served the needs of pupils in the school wishing to continue their general education?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did you believe that H.G.P.E. portrayed the true meaning of P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
5. Was adequate assistance available from the Advisor of P.E. in setting up the H.G.P.E. course?	<input type="checkbox"/>	<input type="checkbox"/>
6. Did you believe that H.G.P.E. provided depth of study?	<input type="checkbox"/>	<input type="checkbox"/>
7. Was your department achieving a majority of credit passes in S.G.P.E. before the decision was taken to teach H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
8. Was sufficient preparation time available for H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
9. Did you believe that H.G.P.E. served the needs of pupils wishing to study P.E. to an advanced level within school?	<input type="checkbox"/>	<input type="checkbox"/>
10. Did you believe that H.G.P.E. helped raise the status of P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
11. Were adequate facilities available for teaching H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
12. Did you believe that the teacher(s) in your department would be successful in teaching H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
13. Was adequate assistance on assessing H.G.P.E. available from the Scottish Examination Board?	<input type="checkbox"/>	<input type="checkbox"/>

In the column headed **A**, insert the number that corresponds with your response to the question:

Yes = 1, No = 2, Not sure = 3

In the column headed **B**, insert the number that corresponds with the extent that the response in column **A** had in influencing your department's decision to teach H.G.P.E.

Strongly influenced = 1, Influenced = 2, Not sure = 3, Very little influence = 4, No influence at all = 5

Therefore, across from each question, there should be two numbers.

	A	B
1. Did you believe that H.G.P.E. served the needs of the pupils wishing to use the subject as an entry requirement to higher / further education?	<input type="checkbox"/>	<input type="checkbox"/>
2. Were there a high proportion of high calibre pupils interested in H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
3. Were appropriate blocks of time available in the school timetable for H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
4. Was adequate in-service training available?	<input type="checkbox"/>	<input type="checkbox"/>
5. Did you believe that H.G.P.E. provided encouragement to pupils to remain in the education system?	<input type="checkbox"/>	<input type="checkbox"/>
6. Were teachers in your department interested in teaching Standard Grade P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
7. Was the amount of administration work for H.G.P.E. manageable?	<input type="checkbox"/>	<input type="checkbox"/>
8. Was there enough support documentation for H.G.P.E., in terms of curricula materials, available from the S.C.C.C.?	<input type="checkbox"/>	<input type="checkbox"/>
9. Did you feel H.G.P.E. was a worthwhile development?	<input type="checkbox"/>	<input type="checkbox"/>
10. Did you believe that H.G.P.E. provided a link from pre-education, i.e. S.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
11. Was there sufficient staff available to offer H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
12. Was the statutory time for H.G.P.E. sufficient to complete H.G.P.E. syllabus?	<input type="checkbox"/>	<input type="checkbox"/>
13. Did you believe that H.G.P.E. provided vocational possibilities?	<input type="checkbox"/>	<input type="checkbox"/>
14. Was the teaching workload for H.G.P.E. realistic?	<input type="checkbox"/>	<input type="checkbox"/>
15. Was it possible for H.G.P.E. to be entered in a favourable 'position' column?	<input type="checkbox"/>	<input type="checkbox"/>

In the column headed **A**, insert the number that corresponds with your response to the question:

Yes = 1, No = 2, Not sure = 3

In the column headed **B**, insert the number that corresponds with the extent that the response in column **A** had in influencing your department's decision to teach H.G.P.E.

Strongly influenced = 1, Influenced = 2, Not sure = 3, Very little influence = 4, No influence at all = 5

Therefore, across from each question, there should be two numbers.

	A	B
9. Was there an adequate number of pupils in your school wishing to be taught H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
10. Did your department receive positive support from the school management team regarding H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
11. Did you believe that H.G.P.E. provided a link to post school education and training?	<input type="checkbox"/>	<input type="checkbox"/>
12. Did you believe that H.G.P.E. served the needs of pupils wishing to enter a career within sport, leisure and recreation?	<input type="checkbox"/>	<input type="checkbox"/>
13. Did the Headteacher of your school enforce pressure on your department concerning the teaching of H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
14. Was sufficient staff expertise available for the teaching of H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
15. Did you feel that H.G.P.E. was perceived positively by the general public?	<input type="checkbox"/>	<input type="checkbox"/>
16. Were the teaching approaches involved in H.G.P.E. realistic?	<input type="checkbox"/>	<input type="checkbox"/>
17. Was plenty of time available for staff development?	<input type="checkbox"/>	<input type="checkbox"/>
18. Were sufficient resources available for teaching H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
19. Was financial support and / or inducement from the school available for teaching H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
20. Was the H.G.P.E. documentation comprehensible?	<input type="checkbox"/>	<input type="checkbox"/>
21. Had parents expressed an interest in including H.G.P.E. in the school curriculum?	<input type="checkbox"/>	<input type="checkbox"/>

Please use the reverse of this page for any comments related to the questionnaire items or to express additional comments.

Thankyou for your time and interest in a very current and important area.

What is your position within the Department of P.E.? (Please tick)

Principal Teacher

Assistant Principal Teacher

Full-time teacher

Part-time teacher

Senior teacher

Job Share

Are you male or female? (Please tick)

Male

Female

What age range do you fall in to? (Please tick)

21 - 25

26 - 35

36 - 45

Over 45

Remember, the responses to the questionnaire items are in relation to your Physical education department and will remain confidential.

If you are interested in receiving a copy of the results from the questionnaire, please return the completed questionnaire and tick this box:

First, read one question at a time and insert the number that corresponds with the extent you agree with the question. Staying with the same question, enter a number in the second box that corresponds with the extent that the situation / viewpoint has influenced your department's decision to not teach H.G.P.E.

In the column headed **A**, insert the number that corresponds with your response to the question:

Yes = 1, No = 2, Not sure = 3

In the column headed **B**, insert the number that corresponds with the extent that the response in column **A** had in influencing your department's decision not to teach H.G.P.E.

Strongly influenced = 1, Influenced = 2, Not sure = 3, Very little influence = 4, No influence at all = 5

Therefore, across from each question, there should be two numbers.

	A	B
Are teachers in your department interested in teaching H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
Is there a sufficient amount of equipment available for the teaching of H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
Do you believe that H.G.P.E. serves the needs of pupils in the school wishing to continue their general education?	<input type="checkbox"/>	<input type="checkbox"/>
Do you believe that H.G.P.E. portrays the true meaning of P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
Is adequate assistance available from the Advisor of P.E. setting up the H.G.P.E. course?	<input type="checkbox"/>	<input type="checkbox"/>
Do you believe that H.G.P.E. provides depth of study?	<input type="checkbox"/>	<input type="checkbox"/>
Does your department achieve a majority of credit passes in S.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
Is sufficient preparation time available for H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
Do you believe that H.G.P.E. serves the needs of pupils wishing to study P.E. to an advanced level within school?	<input type="checkbox"/>	<input type="checkbox"/>
Do you believe that H.G.P.E. helps raise the status of P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
Are adequate facilities available for teaching H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
Do you believe that the teachers in your department could be successful in teaching H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
Is adequate assistance on assessing H.G.P.E. available from the Scottish Examination Board?	<input type="checkbox"/>	<input type="checkbox"/>

In the column headed **A**, insert the number that corresponds with your response to the question:

Yes = 1, No = 2, Not sure = 3

In the column headed **B**, insert the number that corresponds with the extent that the response in column **A** had in influencing your department's decision not to teach H.G.P.E.

Strongly influenced = 1, Influenced = 2, Not sure = 3, Very little influence = 4, No influence at all = 5

Therefore, across from each question, there should be two numbers.

	A	B
4. Do you believe that H.G.P.E. serves the needs of the pupils wishing to use the subject as an entry requirement to higher / further education?	<input type="checkbox"/>	<input type="checkbox"/>
5. Are there a high proportion of high calibre pupils interested in H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
5. Are appropriate blocks of time available in the school timetable for H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
7. Is adequate in-service training available?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you believe that H.G.P.E. provides encouragement to pupils to remain in the education system?	<input type="checkbox"/>	<input type="checkbox"/>
2. Are teachers in your department interested in teaching Standard Grade P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the amount of administration work for H.G.P.E. manageable?	<input type="checkbox"/>	<input type="checkbox"/>
1. Is there enough support documentation for H.G.P.E., in terms of curricula materials, available from the S.C.C.C.?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you feel H.G.P.E. is a worthwhile development?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you believe that H.G.P.E. provides a link from pre-16 education, i.e. S.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
1. Is there sufficient staff available to offer H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the statutory time for H.G.P.E. sufficient to complete the H.G.P.E. syllabus?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you believe that H.G.P.E. provides vocational possibilities?	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the teaching workload for H.G.P.E. realistic?	<input type="checkbox"/>	<input type="checkbox"/>
3. Is it possible for H.G.P.E. to be entered in a favourable 'Option' column?	<input type="checkbox"/>	<input type="checkbox"/>

In the column headed **A**, insert the number that corresponds with your response to the question:

Yes = 1, No = 2, Not sure = 3

In the column headed **B**, insert the number that corresponds with the extent that the response in column **A** had in influencing your department's decision not to teach H.G.P.E.

Strongly influenced = 1, Influenced = 2, Not sure = 3, Very little influence = 4, No influence at all = 5

Therefore, across from each question, there should be two numbers.

	A	B
1. Are there an adequate number of pupils in your school wishing to be taught H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you receive positive support from the school management team regarding the teaching of H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you believe that H.G.P.E. provides a link to post school education and training?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you believe that H.G.P.E. serves the needs of pupils wishing to enter a career within sport, leisure and recreation?	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the Headteacher of your school enforce pressure on your department to teach H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
6. Is sufficient staff expertise available for the teaching of H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you think H.G.P.E. is perceived positively by the general public?	<input type="checkbox"/>	<input type="checkbox"/>
8. Are the teaching approaches involved in H.G.P.E. realistic?	<input type="checkbox"/>	<input type="checkbox"/>
9. Is plenty of time available for staff development?	<input type="checkbox"/>	<input type="checkbox"/>
10. Are sufficient resources available for teaching H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
11. Is financial support and / or inducement from the school available for teaching H.G.P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
12. Is the H.G.P.E. documentation comprehensible?	<input type="checkbox"/>	<input type="checkbox"/>
13. Have parents expressed an interest in including H.G.P.E. in the school curriculum?	<input type="checkbox"/>	<input type="checkbox"/>

Please use the reverse of this page for any comments related to the questionnaire items or to express additional comments.

Thankyou for your time and interest in a very current and important area.

Appendix 3.6:
Working example of chi-square analysis

Example of chi-square calculation for teachers teaching HGPE answering Question 1 of the questionnaire, 'Were teachers in your department interested in teaching HGPE?'

		Response to column B			
		No influence	Not sure	Influence	ALL
Response to column A	No	8 (1.5)	0 (0.4)	4 (10)	12
	Not sure	3 (0.9)	2 (0.2)	2 (5.9)	7
	Yes	0 (8.6)	1 (2.3)	67 (57)	68
	ALL	11	3	73	87

CHI-SQUARE = 63.294 WITH D.F. = 4

Note 1: The observed frequencies were calculated by cross-tabulating the nine possible combinations of responses to the questionnaire items and calculating the frequency within the cells of the table.

Note 2: The expected frequencies (in brackets) were calculated by multiplying the column total by the row total for each cell and dividing by the total number (Thomas & Nelson, 1990). For example, the expected frequency for the number of 'no' / 'no influence' responses was $11 \times 12 / 87 = 1.5$.

Note 3: The degrees of freedom (df) are calculated by (number of rows - 1) x (number of columns - 1). Consequently, the df for the chi-squares used in the analysis of data in this thesis is 4, i.e., (3-1) x (3-1). Referring to a table of critical values of chi-square (Thomas & Nelson, 1990) it was evident that for responses to be significant at 0.1%, i.e., $p < 0.001$, the chi-square value at 4df had to be greater than 18.46. The example illustrated here fulfils that requirement.

Note 4: In response to Question 1 asking if teachers in the department were interested in teaching HGPE, data from the above chi-square conveys that out of 68 'yes' responses, 67 stated that this had influenced their decision to teach HGPE. The table further shows that 77% of responses (67 out of 87) to Question 1 were 'yes' / 'influence' responses. Out of 12 'no' responses, 8 stated that this had not influenced their decision to teach HGPE. The table further shows that 9% of responses (8 out of 87) to Question 1 were 'no' / 'no influence' responses. Table 3.2 in the main text of the thesis verifies this particular example. This results in a total of 86% (77% + 9%) of the responses to Question 1 from teachers offering HGPE demonstrating a positive association, evident in Table 3.1 in the main text of the thesis.

Appendix 3.7:
Questions posed in the two case study schools

The School

- Area the school is located in
- Catchment area
- Age of the school building(s)
- Facilities
- Aims / philosophy of the school
- Ethos of the school
- School Board
- School prospectus
- School organisation - i.e., streamed and / or unstreamed
- Timetable cycle
- Average class time
- Number of teaching staff
- No. of pupils in each year
- No. of pupils doing Standard Grade / Higher Grade
- System for pupil subject choice
- Background of pupils - for example, free school lunches, clothing grants
- Deviant characteristics - for example, pupil attendance
- Career opportunities on leaving school

Management structure of the school and Physical Education

(School teaching HGPE)

- What is the managerial structure of the school?
- How is curriculum development handled in the school?
- How do you view the place of PE within the general curriculum?
- What constraints do you see operating for PE as a school subject in the context of your school?
- Has any of your own history / experience with PE, perhaps as a pupil, shaped your perspective on PE and the way you feel about it?
- Do you feel PE is valued in line with other school subjects?
- Are you in favour of Standard Grade PE and Higher Grade PE?
- Were you approached to offer HGPE in your school?
- Why have you supported HGPE in the curriculum?
- Did you require extra expertise in your quest to offer HGPE?
- Were any problems involved in setting up HGPE?

Management structure of the school and Physical Education

(School not teaching HGPE)

- What is the managerial structure of the school?
- How is curriculum development handled in the school?
- How do you view the place of PE within the general curriculum?
- What constraints do you see operating for PE as a school subject in the context of your school?
- Has any of your own history / experience with PE, perhaps as a pupil, shaped your perspective on PE and the way you feel about it?
- Do you feel PE is valued in line with other school subjects?
- Are you in favour of Standard Grade PE and Higher Grade PE?
- Have you been approached to offer HGPE in your school?
- Would your school require extra expertise if you were to consider offering HGPE?
- Are there any problems that need to be identified and overcome before the school context is favourable towards teaching HGPE?

Structure and teaching of the PE programme

- Number of teachers in the PE Department - full / part time, promoted, job share
- History of teaching staff - no. of years teaching; primary / secondary
- Facilities - on / off site
- Parents' interest in speaking to the staff
- Aims / objectives of PE programmes - Do they differ from S1 through to S6?
- Pupil effects resulting from participation in PE
- Number of periods / hours of PE for each year
- Average class time
- List of activities covered from S1-S6 - compulsory and options
- Extra-curricula
- Staff meetings - frequency, agendas
- Individual staff roles - lower school, extra-curricula
- Factors that influence work as a PE teacher
- Teacher characteristics

Questions specific to HGPE

(School teaching HGPE)

- In planning to offer HGPE in your school, what procedures were involved?
- What length of time elapsed from the initial idea of offering HGPE and the final decision?
- Who co-ordinated the process?
- What school factors were encouraging towards offering HGPE?
- What school factors posed problems in relation to offering HGPE?
- How many PE staff are involved in teaching SGPE?
- How does this compare with the number of PE staff teaching HGPE?
- Are there regular timetabled meetings for discussion on HGPE or is the topic covered at general department meetings?
- Is there a selection process for pupils wishing to do HGPE? Does this process differ from pupils wishing to do SGPE?
- How many pupils in S3 and S4 are doing SGPE?
- How many pupils in S5 and S6 are doing HGPE?
- What is the gender make up of pupils doing SGPE and those doing HGPE?

Questions specific to HGPE

(School not teaching HGPE)

- For what reasons does the school not teach HGPE?
- What importance does each of the following factors carry in this decision :
teachers; resources; pupils; time; content; status of PE;
assistance and support; SGPE?
- Is it the school context that is not favourable towards teaching HGPE?

Appendix 3.8:
Transcripts of interviews from case study schools

TRANSCRIPT NAME: AYRSCHO

Ayrborne School, Glasgow Division

22nd November, 1995

Open-ended interview re: The School

Headteacher : Waiting room and a office

Q.1: AREA THE SCHOOL IS IN (1)

It's a busy urban, commercial and residential area. Lots of shops around. Also the housing around about is, a lot of it, middle class - not exclusively middle class, a lot of tenement properties as well.

(2)

Q.2: CATCHMENT AREA (3)

The catchment area is a large one but we also take a lot of people in out with the catchment area from very varied areas and I forget whether it comes down later on or not but we have roughly a third of the pupils coming from areas of priority treatment; round about 500 although only 150 of them live actually in our catchment area. Part of the catchment area that is an area of priority treatment is Portway, which again is a kind of tenement area rather than a sort of council house estate area. (4)

IS THERE ANY REASON WHY SO MANY PUPILS COME FROM OUTWITH THE CATCHMENT AREA TO YOUR SCHOOL? (5)

In cities now there's so much movement between schools, between areas with the placing requests system (the parents' charter). The school's always been quite a popular one so there's quite a lot of movement around and it's partly to do with where you can get a bus from to where. (6)

Q.3: AGE OF THE SCHOOL BUILDING(S) (7)

The main part of the building was built in the 1930s, bits were tacked on in the 1960s therefore it's rather old and not modern, not enough electrical supplies for instance in classrooms but there's been a bit of refurbishment recently which has helped. It doesn't answer all the problems but it does help.

(8)

Q.4: FACILITIES (9)

The facilities, well, a bit antiquated, originally, but improving and the refurbishment has helped there. Facilities in technology, science and drama music have been improved recently and aren't bad. Facilities in PE are, well, are limited but possibly improving. certainly the staff base area which you've maybe heard about should improve things for the staff although, again, the facilities are a bit on the old fashioned side and a bit limited for the amount of interest that there is in the subject.

(10)

Q.5: AIMS / PHILOSOPHY OF THE SCHOOL (11)

The aims and philosophy of the school. I would give you a handbook but we've run out. the aims and philosophy of the school are fairly typical, typical of Strathclyde schools within the context of Strathclyde's mission statement, and the aims would be to cater for the needs of every individual pupil, provide good planning and teaching, engender self-respect and esteem for others and prepare them for the world of work, future careers. (12)

Q.6: ETHOS OF THE SCHOOL (13)

The ethos of the school - I don't know if I'm the best person to answer that question. We hope that the ethos is a reasonably positive and friendly one, we're certainly aiming for that. I think it is. There's a good relationship by and large between staff and pupils. There are exceptions to that.

Naturally there are some pupils who are difficult but most of the pupils, I believe, are reasonably positive about their work and want to work hard. And there's a lot of parental support, again there are exceptions there but by and large good support from parents. (14)

Q.7: SCHOOL BOARD (15)

There is a School Board - just. The biennial elections process is on the go just now and at the first time of nominations there weren't enough nominations to fill all the parent vacancies. However, three months later you get another chance and there are enough nominations now so the elections will be held over the next couple of months and there will be a School Board. School Board has always been helpful to the school and interested. (16)

Q.8: SCHOOL PROSPECTUS (17)

It's actually quite a good quality one but as I say, we've run out. Once the new one's printed you can have a copy of it. (18)

Q.9: SCHOOL ORGANISATION - I.E., STREAMED AND / OR UNSTREAMED (19)

School organisation is again typical. First and second year are unstreamed mixed ability although there's an element of setting appears in maths and again that would be typical later on in the second year but mixed ability in general in first and second year. Thereafter, tends to be set in subject; you would have a Credit / General class, a General / Foundation class for the most part - the big subjects like English and Maths can have a more homogeneous group. The subjects who don't have so many pupils find it more difficult to do that. (20)

Q.10: TIMETABLE CYCLE (21)

Again, it's a typical one. 30 period week, 6 period day. (22)

Q.11: AVERAGE CLASS TIME (23)

53 minutes? I mean, if you say "When does period three start?" everybody says "Well, when does period three start?" Period 5 is 55 to allow for an afternoon registration so the teachers have time to check the afternoon register, send it down to the office. Some schools that have exactly the same set up will round the times down but it means a slight disparity between the length of periods per subject. Everybody just lives by the bell. You know the period will end round about ten to eleven or something. (24)

Q.12: NUMBER OF TEACHING STAFF (25)

At the moment it's about 110. Round about, I think it's, 103.8 are role related, you know, calculated on the number of pupils we have in the school. The other 8, it must be 111. We have 8 members of staff on top of the role related staff. We've got six doing English as a second language and two teaching and we have these because of the large number of pupils we have from black ethnic minorities. (26)

Q.13: NO. OF PUPILS IN EACH YEAR (27)

Will a round figure do? First and second year about 250, third and fourth, no. First to third around about 250. Fourth year round about 320. Fifth year about 240 and sixth year about 140. (28)

Q.14: NO. OF PUPILS DOING STANDARD GRADE / HIGHER GRADE (29)

Well everybody in fourth year does Standard Grade so that's, this year, about 320, next year about 250. Higher Grade, actually I haven't worked out that figure, but a lot. A lot of our fifth year pupils, out of 140, probably about 120 are doing at least one Higher. (30)

DO ALL THIRD AND FOURTH YEAR PUPILS DO THE SAME AMOUNT OF STANDARD GRADES? (31)

Yes, they all do eight. There might be the odd exceptional kid who comes in late from another school. It's difficult to fit it in. But the structure is an eight standard Grade structure. (32)

Let's say at least 100 are doing at least one Higher and a good proportion of those be doing a number of Highers and will expect to succeed in it. (33)

Q.15: SYSTEM FOR PUPIL SUBJECT CHOICE (34)

Pretty much typical. Starts in second year and there's kind of information / advice given in their guidance classes, PSE classes. There's, today for instance, an 'I can do anything' conference. Sort of equal opportunities thing. They bring in speakers from different walks of life to give the pupils a kind of imaginative view of the kind of things available and also to try and get away from some of the stereotypes like there's a formal pupil of the school here who's doing a Ph.D. in Physics and she's a girl. You see it's to break this idea that you've got to be a man to be a mechanic, you've got to be a girl to be a nurse and so on so that would be part of that and there would be parents' nights, information given out in booklet form and so on, careers officer who will place interviews with Guidance staff and eventually round about March an option sheet would be submitted and the school would study that and suggest any changes. That's pretty much typical and the same sort of thing happening in fourth year as they choose for fifth year. (35)

Q.16: BACKGROUND OF PUPILS - FOR EXAMPLE, FREE SCHOOL LUNCHES, CLOTHING GRANTS (36)

Well as I said, round about a third of our pupils, slightly over a third live in areas of priority treatment. Free school lunches again its round about, I should have checked it, I think it's about 38% have free school lunches and it's round about the same figure are getting clothing grants. So round about a third, or perhaps a bit more than a third, are getting free school lunches and getting clothing grants. (37)

DOES IT TEND TO BE THE SAME PUPILS WHO GET BOTH? (38)

Yes. It's not an exact match but it tends to be the same people. (39)

Q.17: DEVIANT CHARACTERISTICS - FOR EXAMPLE, PUPIL ATTENDANCE (40)

We wouldn't regard our pupil attendance as as good as we would want. We would want it to be higher than it is but with the mixed profile we've got in the school it's not surprising that attendance isn't sometimes as good as we would want. (41)

Q.18: CAREER OPPORTUNITIES ON LEAVING SCHOOL (42)

Our figures for people going into further and higher education are higher than the national, certainly higher than the Glasgow averages, which would indicate that a lot of our pupils are doing well enough in school to go onto further education and higher education although, I have no doubt, that some of those going into further education would go into employment if there was employment. And sometimes I've heard further education described as 'deferred unemployment' for some and I've no doubt that's the case for some. (43)

Local career opportunities - well there's some but I couldn't give you exact figures on that. There is some with the shops and businesses around. It's probably, I would think better than in some areas. It's not quite as bleak. And being in Glasgow people are reasonably mobile, you can get about Glasgow, there's plenty of public transport in the area so people aren't confined to the immediate area to get employment. (44)

TRANSCRIPT NAME: AYRMAN

Ayrborne School, Glasgow Division

22nd November, 1995

Open-ended interview re: Management structure of the school and PE

Headteacher: Waiting room and a office

Q.1: WHAT IS THE MANAGERIAL STRUCTURE OF THE SCHOOL? (1)

The school is typical. There is Headteacher, Depute Headteacher, we've got five Assistant Headteachers being a large, quite a large, school and the Assistant Headteachers have a wide range of remits; one deals with first and second year, one deals with third and fourth, one deals with fifth and sixth, another deals with resources, another is in charge of guidance and they all have additional things that they do on top of that structure but they'll be nothing unusual about that structure. Assistant Heads have round about half a teaching timetable. The Deputy Head doesn't; did at one time but doesn't now. And again, that would be typical. That's very much the normal run of things.

(2)

Q.2: HOW IS CURRICULUM DEVELOPMENT HANDLED IN THE SCHOOL? (3)

There would be discussion about it. I mean if it was a particular subject thing it would be discussed in the subject; the Principal Teacher would come and discuss the implications, the resourcing, the needs of the things with myself or with the appropriate Assistant Headteacher. We discuss the timetabling implications with Janice Brown, the Depute. If it was a thing with wider implications beyond, for instance, Higher PE I mean, Alison Smith came along and said "We'd like to do Higher PE", gave me a paper about it and we said "Ok, on you go" and she took it from there. And that one, from my point of view, was quite a simple one. I'm not saying it was simple for the PE department but from my point of view it was quite a simple one. More difficult from my point of view is things like 5-14 or Higher Still that effect everybody or a lot of people, where the implications are much wider beyond one department. Again, there has to be consultation, wide consultation, discussion of the implications, the possibilities, the limitations, the difficulties and the phasing of the thing and that will vary according to the individual initiative. But as much consultation as is possible but it's very difficult to get adequate consultation sometimes because everybody's so busy; everybody's so busy doing what they're actually doing at the moment to spend an awful lot of time discussing and planning what they need to do in two three years time and it's really quite difficult. When it comes to actually putting the stuff on paper, putting the flesh on the bones, we use our absence cover budget, there's a sort of development component of that, to free people from timetable for a couple of days here and there to help them to actually get stuff written up. And again that would be pretty typical and not be anything unusual about that at all. (4)

Q.3: HOW DO YOU VIEW THE PLACE OF PE WITHIN THE GENERAL CURRICULUM? (5)

Well, I mean, I would regard it as obviously something essential for the good education and the good health of pupils. We've got a fairly typical time allocation. In fact in first year we had a very high time allocation previously but that was partly because PE had been given the job of doing the 'Drugwise' stuff so they'd been given an extra period. We moved that, we moved 'Drugwise' and so on back to Guidance, we've increased the amount of PSE time and we've reduced the PE time from a very high to a typical. We haven't taken them down below. So I view core PE as very important and the school's got quite healthy Standard Grade provision and now this year a healthy Higher curriculum and I would welcome that. (6)

Q.4: WHAT CONSTRAINTS DO YOU SEE OPERATING FOR PE AS A SCHOOL SUBJECT IN THE CONTEXT OF YOUR SCHOOL? (7)

I think accommodation is a difficulty. I mean we have managed it this year but there are undoubted difficulties for Alison and her colleagues, shoehorning all the different activities into the facilities we have. And I mean they've got to work, as I understand it, according to really quite strict requirements and you cannot assess your Standard Grade or you cannot assess your Higher Grade activities unless you've got the correct facilities as I understand it so they've got really quite a complicated exercise to timetable it all in. that would be one of the main things I think. I think that's the main thing. It does have a knock on for the running of the school and using the assembly hall really most of the week and that means if we're trying to honour that there's a limitation of when we can do things like have assemblies which means that when we do have assemblies they tend to be always in the same period which has an effect on the classes where we're always taking them out for assemblies. So we live with that as much as we can. That is the one that comes to me immediately at the moment. You'll maybe get other things from Alison. (8)

Q.5: HAS ANY OF YOUR OWN HISTORY / EXPERIENCE WITH PE, PERHAPS AS A PUPIL, SHAPED YOUR PERSPECTIVE ON PE AND THE WAY YOU FEEL ABOUT IT? (9)

Not really. I wasn't good at PE especially at school. I wasn't particularly good or interested in sport. I didn't think that PE was very well done in the school I was at. And I think if you were good at it you had a good experience. If you weren't good at it, I mean you didn't have a bad experience, it wasn't particularly great, so I'm happier to see it better organised and better done nowadays and done paying more attention to the needs and attainment of all. Also, there's a much wider range of activities undertaken and I obviously welcome that, but I don't really think my experience has made much difference. (10)

Q.6: DO YOU FEEL PE IS VALUED IN LINE WITH OTHER SCHOOL SUBJECTS? (11)

I think it is. As far as I'm concerned it's a subject along with all the others. I don't think it's discriminated against and I don't think it's unduly favoured either. Some subjects would say "Well, they've got all that core time and they've got Standard Grade and Higher as well but many subjects are protected in that kind of way; you've got to do English, you've got to do Maths and so on, so I think it's treated fairly equitably. And just to hear what Alison Smith says about that. (12)

Q.7: ARE YOU IN FAVOUR OF STANDARD GRADE PE AND HIGHER GRADE PE? (13)

Yes. (14)

Q.8: WERE YOU APPROACHED TO OFFER H.G.P.E. IN YOUR SCHOOL? (15)

Yes. (16)

BY WHOM? (17)

Alison Smith. Well actually, before Alison came, Barbara Clark was talking about it. Barbara was Acting PT for a while when Bill MacNee left and before Alison was appointed, Barbara was acting PT and she was already talking about it and then Alison came and she talked about it as well.

(18)

WAS THERE ANY EXTERNAL INFLUENCE(S)? (19)

No. Nobody....I mean the stuff comes into school and so on but there was no sort of regional pressure, you know, "You better get on with this". Not at all. (20)

WHEN YOU MENTION PRESSURE, DO YOU MEAN FOR YOURSELF AS HEADTEACHER OR THE PE DEPARTMENT? (21)

I would say it lies with both when there's the opportunity of a new subject in the curriculum. Obviously, departments tend to want to offer things. If something's available they usually want to offer it unless they actually disapprove of it. The school has to consider the resourcing, the timetabling as well. But I would say it comes equally. (22)

Q.9: WHY HAVE YOU SUPPORTED H.G.P.E. IN THE CURRICULUM? (23)

Because it seemed like a good course as far as I could see because it offered progression from Standard Grade PE I don't like there being a Standard Grade and there's no Higher to follow it and because, well actually when you ask where did the pressure come from, because there was a demand for it. That I think there always was a number of pupils in fifth and sixth year who enjoyed PE, did well in it, wanted to continue with it and while there certainly was PE provision there wasn't the kind of highly structured provision that, progressive provision, that the Higher can offer. In the year when, I don't know whether it was when the pilots were on the go or whether it was the first year of Higher being available, I think some of the youngsters in the area of the school, knew people in another school, I don't know if it was Ayrport or where it was where it was being offered, they were already saying "Can we not have this as well?" So I suppose there was that kind of, not pressure, demand, and we could have ignored that pressure but we knew there was a market for it and that's been proved correct. (24)

Q.10: DID YOU REQUIRE EXTRA EXPERTISE IN YOUR QUEST TO OFFER H.G.P.E.? (25)

Well the expertise has come within the department and the department has been able to go on in-service and so on on H.G.P.E. but we didn't, I mean I'm not aware of having to go out with the school to get people who could run it. I mean Alison and the department are seem to be quite capable of running it themselves. with the kind of staff development support that is available to them. (26)

WHAT I WAS TRYING TO AIM THIS QUESTION AT WAS WHETHER OR NOT ANY NEW STAFF HAD BEEN EMPLOYED TO DRIVE H.G.P.E. (27)

Well, the previous PT took early retirement. I mean if he'd continued I'd have been quite happy with him because he was good and I would think he would have moved for Higher PE, I would think he would have done it and, I mean, whether he would have done it as well or not I don't know but he certainly would have had Barbara Clark there to support him in it, so I think it would have happened anyway but Alison certainly helped to move it on and when we appointed the new PT we were obviously, you're always looking for people who've got drive, energy, good knowledge and experience and Alison certainly seemed to fit that profile when she was interviewed so, I mean, she wasn't brought in so to speak to, because we thought she could offer Higher. She was appointed because she seemed to be the best qualified person including her knowledge and her drive. I don't really know if that answers your question. She got the job because she seemed the kind of person able to do that and other things. If somebody else had been appointed there were still people in the department who were interested, who were capable. I mean, Barbara Clark would have been capable even if we'd made a mess of the appointment which we could have but didn't. Even if we'd got a no hoper, Barbara Clark would still have been interested and the others as well and we'd certainly have had the knowledge and kind of ability to do it. (28)

Q.11: WERE ANY PROBLEMS INVOLVED IN SETTING UP H.G.P.E.? (29)

Well, there's the problem to do with accommodation. That I would say is the only one that I'm particularly aware of, the sort of day to day curricula things that, you know developing the curricula

and so on. Alison hasn't been at my door saying "This is impossible. This is awful. I can't do this". If there have been big problems, she's been coping. (30)

WHAT ABOUT TIMETABLING ISSUES? (31)

Well timetabling issues. Timetabling and accommodation go together so those are difficulties I would say. I mean bringing in Higher means more time on the PE time table but at the same time we took out a period in first year so it didn't mean we needed another member of staff or anything like that but the timetabling difficulty would be the one about how did we fit all these different things into the accommodation we've got. (32)

Q.12: COULD YOU POSSIBLY GIVE ME DETAILS OF YOUR OWN EDUCATION.

(33)

I was a Classics teacher. I was a Principal Teacher of Guidance before I became an Assistant Head. I was Assistant Head for two and a half years and then I was a Deputy Head for two and a half and then I was a head in another school for about four years and I've been here for coming up for two years. I was never here before. (34)

TRANSCRIPT NAME: AYRSTRU

Ayrborne School, Glasgow Division

9th November, 1995 (continued from Q.10 on 6 Dec.)

Open-ended interview re: Structure and teaching of the PE programme

Principal Teacher (PT) and Assistant Principle Teacher (APT) of PE: Gym Hall

Q.1: NUMBER OF TEACHERS IN THE PE DEPARTMENT (1)

PT:

Within the department there are seven full time teachers, four of which are promoted and one member is doing an electing post in education / industry links. (2)

Q.2: HISTORY OF TEACHING STAFF (3)

PT:

One member of staff has had primary teaching experience for three years approximately. Before joining primary she was involved in further education. Moved from further education to primary and taught primary swimming only. I don't think she was involved in any PE programme. (4)

APT:

She was. She had five or six schools she worked round. (5)

PT:

The rest have all been involved in secondary. The range of teaching experience is 10 years to 20 years approximately so as far as I'm concerned there's a wide range of teaching experience within the department. All teaching staff keep themselves well abreast of any new current developments via INSET, going out on INSET, bringing experience back and then sharing that experience so there's a wide range of expertise within the department. I think, with our years, Kerri may be the only B.Ed student. (6)

APT:

I did it. I was the first year of the compulsory. (7)

PT:

I was the first year of the compulsory but then the jobs came up. (8)

APT:

You still had the option to leave at the end of the third year. We didn't. We had to stay till fourth year for the degree. (9)

PT:

So there's you and Kerri. None of the rest have got any further teaching qualifications. I mean I've got the RE thing but I don't think one puts that down, does one as an extra. I have eighteen years experience in three schools, Barbara, APT for PE, has sixteen years experience in three schools, Stephen, PT Guidance, has only been in this school and that's been for twenty one years, John, who is also PT Guidance, has twenty one / twenty two years experience in two schools, Alan, an Acting Senior teacher, has had the same length of experience as John in three schools. Kerri has been in forty four schools over eleven years while Cathy has had twenty two years experience, incorporating three primary schools, five Further Education establishments and here. (10)

Q.3: FACILITIES - ON / OFF SITE (11)

PT:

We have three gyms. One gym that we've designated as a fitness suite, unequipped, and at the moment we're trying to equip that out. Pool on suite and playing fields. (12)

HOW MANY PLAYING FIELDS? (13)

APT:

There was what was a rugby pitch and a football pitch. Sometimes use of the Assembly Hall.
(14)

PT:

To augment if it's poor weather conditions, or whatever, then we've made outside agency contact with 'goals' which is just further up which is used for 5-side football or hockey. It's all weather which is a big advantage to us plus they don't charge for it which is brilliant. (15)

Q.4: PARENTS' INTEREST IN SPEAKING TO THE STAFF (16)

PT:

The comment that Barbara has made is appropriate. I think it depends on the coercion or persuasion of the member of staff in preparation in that week preparing for a interview with parents coming up. With S.G. and Higher ongoing then we're making more of a thrust upon kids that it's important to us that they come. The introduction of an appointment system within the school has augmented that. We're looking to make appointments. The child has a copy and we have a copy and most often at the end of a lesson we'll tell the kids to bring their appointment card out to us. I can only speak for two members of the staff, that's myself and Barbara that's here, of the number of appointments that we get I would say as high as 55% of them keep that appointment. Now we're talking about certificated classes there. I think the comment that you're looking for here is in general interest for ordinary parent, core parent, nights then I don't think we get a high percentage of requests for interview.
(17)

APT:

In S1 and 2 you do with certain members of staff but the only appointments, the interest you would get third year and up would be certificated classes. You very rarely find kids in third or fourth year core classes making an appointment to see you. First and second year varies just depending on the member of staff. (18)

PT:

As Barbara's saying there, second year again, that'll be in our preparation of how we want them if we're looking for future S.G. candidates then we're saying if you are interested it is very important that your parents attend so there's quite a high percentage at the end of second year. (19)

Q.5: AIMS / OBJECTIVES OF PE PROGRAMMES (20)

PT:

Do they differ? That's an obvious statement. Yeah - absolutely. One and two, we're looking for broad based so that kids are getting a flavour. Obviously that will depend on the facilities we have, staff expertise or whatever but our aim is to give them as broad a based curriculum as we can.
(21)

**DO YOU HAVE A CORE PROGRAMME FOR FIRST AND SECOND YEAR PUPILS?
(22)**

APT:

Well we have...yes and no is the answer to that. I came here two years ago and had, when I came here I did the timetable and had a spell as the Acting PT before Alison came. Then Alison came obviously and took that on so really over the past couple of years although basically it's the same we've been trying to bring in changes, you know that have affected it slightly not a great deal but it has. There have been changes. We're trying to work towards obviously establishing a very solid curriculum for them in first and second year, obviously tying in with the 5-14 but that's something

we're working towards and over the past couple of years it has tended to change very slightly just because, as I say, the changes in staff. (23)

PT:

The other thing that I think is certainly atypical that we have to address is by virtue of the nature of the population that we have in this school. We have a high Asian population here so therefore it's very unlikely in the future at all that there would be co-ed, a co-ed structure. Certainly in S1 / S2 I don't really ever foresee that; it'll remain segregated. Now there's strengths and weaknesses in both and I've got my opinion, Barbara's got an opinion as well. I've since come here changed my opinion slightly. I think it depends on the teacher and what the delivery is and how comfortable they are in a co-ed situation but for us that is just another reflection we've got to take on board when we're presenting the programme to the children. (24)

We have single sex classes first to fourth year but the reason we say that, depending on the numbers that are then off shot in third year who choose to do the S.G., who choose to do modular, that certificated area, there can at times be a mixed section as has happened this third year which then causes us the problems to re-address the programme that we had already established for S.G. For example, the one that Barbara and I are on just now; all boys all girls. The third year is a mix so therefore football / netball had to be dropped to bring in a game that can be played by both so that's hockey. So there's constantly these reflective changes because of the problems we have. The girls can't be taught by a man. The problem is, as we've identified to our senior management team, if we are to remain true to the equal opportunities act then we really have to say that's there's got to be two sections sent down to us, depending on the numbers there are two sections but an all girls section and an all boys section and that's for them to discuss next year. We're in a position this year that it didn't require us to make a further submission to that because no Asian girls opted to take it so it goes ahead as a co-ed situation. (25)

APT:

We had hoped, the group that I've got just now is the first year that there's been an all girls section because it was a particularly good year group opting into it and my hope at that time, I thought coming in, getting the all girl group established would have a kind of knock on effect that we would eventually get some of the Asian girls opting for it because it was an all girls group because there are some very talented girls obviously that we would like to opt into the course but for various reasons, whatever way they are guided into their options, the all girls group wasn't possible this year so again next year's group will look at it, particularly the Asian girls group, will say " No, I'm not opting for that because you can't guarantee me it's going to be an all girls group". So we have to just take each year as it comes and alter the course accordingly. It's not an ideal situation. (26)

PT:

I don't know how appropriate this is to bring in but what makes our life an awful lot of difficult; our aims and objectives would not be reflected by what I'm about to say but our aims and objectives are to provide the best balance of provision for the kids - that isn't a problem but just as Barbara's saying there we're hoping to give the girls the equal opportunities they take it, the Asian girls take it because. But further to that, and it's something that we can't really divulge or prove, come the option programme you've got guidance members of staff or interviewed staff who'll steer them away from that and that's a problem but I don't know how appropriate that is to bring that in at that point. It's something we can't prove. It's a gut reaction that we have and certainly getting back from the kids, if we say "Why did you not choose S.G.P.E.?" you realise that it was suggested they shouldn't, to follow what someone's perception would be of a better programme so that makes our life difficult. I

don't know how appropriate that is at that stage. I've actually gone one to two but this year we've gone one, two and three to have the same core programme because what was happening was it wasn't really, third and fourth year they had an option programme which is fine if they have the maturity to opt for it or it's structured in such a way that they've got an option but they've not really got an option. We stopped that this year, so first to third year it's core based with all the same activities on a rotation. Come fourth year there's one period of the week where there are four activities that become the core activities and the other period they get an option. S.G. and modules, well they obviously have to follow the course and just as we've said previous that will change year from year. And fifth and sixth year - totally optional programme, leisure based towards health / leisure / recreation or else Higher Grade, with hopefully the development of modules. I don't know how that'll go in the future. (27)

SO THERE'S NO MODULES AT ALL IN S5 / S6? (28)

PT:

Well that's a lie. Stephen offered it for the first year but again there was a bit of coercion there and I'm not really in favour of that. (29)

APT:

To coin a phrase from somebody in our department, it is the tradition in Ayrborne that that has always, this fifth and sixth year time, has always been purely leisured based and I think that kind of filters down through to the pupils because when you do offer things, when I came at first I offered skiing module and various other things, we've offered them lifesaving modules to do their Bronze Medallion and things but basically they're not interested. They just see it purely as leisure based because that has always been tradition. (30)

PT:

To be honest I'm caught in the deep blue see here. I don't know what my preference would be. I'm happy that the children work really hard, get their academic thrust in. What I find difficult is the whole structures within the school. We try very hard to set up outside agencies for the skiing, tennis or whatever it is and the kids aren't really sure from the senior management structure within the school the attendance. There on our list they don't attend, they come two or three weeks they dog off and that makes it very, very difficult for us but the senior management team are addressing that. So that's a grey area for us. Pupils are not quite sure. (31)

Q.6: PUPIL EFFECTS RESULTING FROM PARTICIPATION IN PE (32)

PT:

My gut reaction is that I think we're in a subject that at least as high as 70 / 75% of the kids want to be with you. They enjoy their PE, they're motivated. Our performance indicators are we're not getting many notes, they don't have that much in the way of discipline problems, it's well contained if there are within the classes. (33)

APT:

I think we're in a bit of a unique position here in that a lot of our things in our programme and things like that are very dependent on the population of kids that we have in the school and that there is a high Asian population and that can have an effect on the kids attitude to PE if you like, because if they're not getting the reinforcement from the home about PE and participating in PE, I mean for us, if we let it go, it could be a horrendous problem. You know if you have a class with say fifteen or twenty Asian kids in it, you could end up with ten of them sitting out, bringing you notes because, you know, it's condoned in the house, they're not encouraged because of the cultural background and whatever. As Alison's saying, I think within this department we're very much on top of it and that

the programme the kids are presented with and the way that the teaching and learning goes on that a lot of the kids themselves are willing and opt into it if you like; they don't take this option of "Well you know, I'll just forge a letter myself and a wee squiggle" and that's the note to say they can't take part for whatever reason. A lot of things happen here because of the type of school that it is.

(34)

You know yourself kids in PE who will come in and they'll work till they drop or they're desperate to join in extra-curricula clubs and things like that whereas in other places in the school.... For example, we've got a perfect example of a guy in the Higher group who other people in the school are like " Oh my god this guy is the pits. I don't know how you can even stand having this guy in your class." Yet he comes in here, ok maybe he doesn't work in the academic side of it - he doesn't put in the effort that he could - but you couldn't fault this guy on his commitment on the practical side whereas other people say "This guy is a waste of space." That's obviously an effect the PE programme has had on this guy and it's rolled over into fifth year and he's desperate to do the Higher. (35)

PT:

I think even the social element / development that we can draw upon. Yeah there will be changes in kids but that depends on their maturation as well, or teaching example or motivation. I don't know that it's definitely always necessarily a lot from PE but I would say it's fairly high. (36)

Q.7: NUMBER OF PERIODS / HOURS OF PE FOR EACH YEAR (37)

PT:

Two for every year group although we have the rotational, it's kind of one and a half. Two periods a week first to third year, should be two periods for fourth year but I think as in most schools in Strathclyde what happens now is the fourth years are extracted out for a rotational period of PE, RE, P.S.E. so I don't think we're any different. Standard Grade pupils come to us, they still maintain their two periods core and they come to us for three further periods. Fifth and sixth year exactly the same. They maintain their two periods core and they come to us the five other periods for Higher Grade.

(38)

APT:

The fifth and sixth year core is purely optional. It's not compulsory. Some go to college at that time.

(39)

Q.8: AVERAGE CLASS TIME (40)

PT:

52 minute period. (41)

Q.9: LIST OF ACTIVITIES COVERED FROM S1 - S6 - COMPULSORY AND OPTIONS

(42)

PT:

S1 / S2 we tend to go for a major outdoor game depending on the year group and facilities, we've gone the boys will follow football, girls will follow netball. Hockey we've got down as joint. Swimming, gymnastics, basketball in the first year but as it's a two year programme we drop basketball and do volleyball in their second year depending on what facilities; your class might be on basketball, the others will be on volleyball and then they'll swap. Athletics in the summer, fitness, cross country and Scottish country dance. (43)

S3 we've made exactly the same this year. (44)

APT:

S3 is basically the same but we've introduced trampoline. Where they would get two periods of gymnastics in first and second year they would only get one in third year and we've introduced trampolining. (45)

PT:

Our thinking behind this is in first and second year to go double weight in gymnastics for the creative and aesthetic at that time, that's quite viable. The swimming we feel there is a real importance; it's one of the strongest things that you can give the kids and then as Barbara says take the balance of gymnastics and bring in trampolining to support the creative and aesthetic. At S3 we've got, we've introduced the double weighting to badminton which is an implement game, indoor games. (46)

APT:

First and second years do badminton as well.(47)

PT:

I've obviously missed that out. Fourth year we've tried to establish four core activities because the blocking system is longer for that and we've gone badminton, trampolining, basketball, fitness. That's what all our classes should do and then when they come to us the second week there's an option. We've tried to encourage as the major outdoor game for the boys this is, that it's not always football, that they go rugby, hockey because if you give the boys a free option choice that's the way they would go but it's entirely up to the kids themselves because it is an option programme.

(48)

SO ONE PERIOD A WEEK THEY WOULD HAVE ONE OF THESE FOUR ACTIVITIES AND THEN THE SECOND PERIOD WOULD BE AN OPTION. HOW DO YOU CATER FOR THAT?

(49)

PT:

It depends on staff on and what the facilities are. For example, say supposing the girls it's their badminton day; well I know I can't offer badminton to the boys because they're in the hall. So my decision would then be what's available down here. We could offer a gym so it might be basketball they would opt to do or outside so it's not going to interfere with the girls. (50)

APT:

One day of the week the girls would do their compulsory one and the boys would have their option the other day. It's just in reverse. It's purely dependent on what facilities because quite often when the fourth years come there's a fifth year module group here at the same time so they always need a facility so the one time of the week, say, the girls are on their compulsory, so they've got three indoor areas plus this module groups going on so there's only one other indoor facility so there's going to have to be two boys groups outside whereas the other time they come the module group's not on so it would give us two indoor facilities. The options are blocked as well for the same length of time. (51)

PT:

S5 / S6 in so much as leisure. We put out to them the option of we can go to Busters and use the multi-gym, we can go to Greenfields and use tennis, we can go to wherever for skiing - what do you want to do and we go with the majority vote. There tends to be two major blocks. It tends to go August to Christmas and then Christmas to Easter. It keeps it simple for us. (52)

APT:

This period coming up, the prelim time coming up before Christmas, they will all go on to a social dance programme from first right through to sixth year so the fifth and sixth year option know that

they're going to be doing social dance which they seem to enjoy, which seems to be very popular with them and then the summer term we don't see them at all because they're off on exam leave.

(53)

Q.10: EXTRA-CURRICULA(54)

PT:

You're talking within the department? Well Barbara, for a start, takes skiing, she takes a skiing group but obviously that's off-site. It's got to be over at Bearsden. It's open from what first year to..

(55)

APT:

Aye. Well I tend to keep it to the younger ones in the school 'cause it leads on then to a trip abroad so I don't want to start getting into taking fifth and sixth years away and all the hassles that that causes so it generally tends to be second, third and fourth years for that. (56)

PT:

The heaviest and most successful thing in the school is the netball. Kerri takes all year groups and they're all very successful. Again though, since way back from teachers' strikes there is no real school competition. There are teams obviously play but not to the same extent of competition so what she does is she enter them into the Glasgow adult leagues and that gives them competition there. How many teams does she run? (57)

APT:

There's a lot. I think she's got about six or even more because some year groups there are more than one team. (58)

PT:

Cathy helps out with first years over lunchtime but not after school. Ian takes a swimming group once a week on a Monday night, Stephen sometimes takes volleyball but his approach is not consistent. It's not a club. The kids aren't aware that it's on every week, sometimes it's on, sometimes it's not but anyway he does put an input into some of the volleyball.(59)

APT:

Alan does football. A couple of nights after school he takes them up to Scores. There up at the cross. It's the five a-side pitches. In the winter, that's obviously when the grass area out the back is unplayable and then he has his Saturday matches. He's got a couple of other staff in the school involved in that. (60)

PT:

This for me, this extra-curricula leaves a wide open issue for me. I mean most people make the assumption that it's activities for the kids but for me, being Principal of the department, time wise for activities just now I just can't devote the time. There will be times where you're gearing the kids from the Higher Grade point of view to their performance so we're staying behind and going through that but it's for a selected few so it depends on how you view that as extra-curricula. The preparation time for the Higher in terms of homework sheets and what have you, I find is an abundant amount of work so to me that is extra-curricula but that's, I think, for everybody's interpretation. I think most people assume it's active work that that constitutes extra-curricula activity. If your interested in things just for out with, there are a lot of other things going, badminton goes on. The AHTs, couple of AHTs, take badminton here but it's on a ad-hoc basis. We are particularly unhappy. You've got kids who give you a headache during the day but yet they're included of an evening. They turn up, they're not in full kit but they're allowed to play and it goes against the grain. Many times we're working and we should have nothing to do with the groups and they're unsupervised and I think

from a health and safety point. But it goes on and it does happen. I don't know that there's anything else; members of staff help with the football. (61)

APT:

Yeah, a couple of people help Alan out. In the summer term, when the athletic season's on, I usually do that - a lunchtime, a couple of lunchtimes and after school sessions as well for the kids that are interested in that. There's other things that kind of crop up; you know cross-country, and the athletics and things like that that are sort of seasonal. I used to do the step-aerobics here but we've had, I mean this year we got new steps, I used to do it on the benches which was great fun, absolutely knackered which was really good. Then this year we managed to get steps but it's over in an area of the school away at the back end. We've been trying to set it up as a fitness area so between one thing and another it's never actually managed to get off the ground this year but hopefully when we get that place established then that'll be another thing. (62)

Staff activity as well, staff swimming. It's just basically supervision for me but it allows the staff to go in and use the pool at a lunchtime. (63)

PT:

Again, from a competitive point of view I don't think competition will ever come back. I don't think it'll ever come back and I have to say, not through staffs' unwillingness, I think if kids were showing interest but kids do not have the loyalty that they used to have. Kerri has the loyalty but even then there are kids that let her down for no reason and they think nothing of it. I think the interest that kids have out with, there's too many distractions and you just don't get the interest. I mean, I think this is a massive big school, Cathy started making announcements for netball for first year and something like eleven turned up. Now that's a nonsense and I don't think you'd have got that in the past. As Barbara said, there's a lot of things that are seasonal and although you're maybe not having a consistent pattern, if it comes up then you'll give freely. I mean to me extra-curriculum is even above and beyond the call of duty; everybody get involved in doing these athletics heats at lunchtime, that was everyone at lunchtime solidly and you did remediation work after four. There's willingness there but it's how you perceive that. To me it's, extra-curricula, you're seeing a need within the curricula, you're seeing kids that have a problem within a particular class that you will teach. You think "God, I've got another five beginners here. This isn't on." So you'll give up your lunchtime there and get them in to help them swim. To me that's adding on to the curricula they've got rather than this competitive thing and that's the way we view it. For me it is time. It's like trying to have an elastic band and say "I'll devote my time here, here and here". I find the workload of preparation work...it's not my life. There's life out with as far as I'm concerned. (64)

Q.11: STAFF MEETINGS - FREQUENCY, AGENDAS (65)

PT:

We have one timetabled departmental meeting a week which obviously everybody attends, everybody's off. The agendas have slacked a wee bit but between moving there is a white board up and anybody that wants to raise points will put up points to be included on the agenda. Having said that, generally speaking the pattern of it is in so much as we have a DM at that time but we also have a Principal Teachers meeting timetabled every Friday morning, and period one has a different timing to accommodate that - longer registration. So for our DM the pattern of that is I will report back to the department what the PTs have brought up, any issues that have been raised or anything the boss wants passed on. I think this year we had one cancelled DM and that was because we were moving and people were at in-service but now it happens every week. Even then we find there isn't enough time to devote to issues. By the time I actually report back on what the Principal Teachers

have been discussing we rush a lot of points in the DM and like every staff meeting there will be times when you don't have much to discuss and other times in preparation for, for example, we've just sat Standard Grade prelim exams so there's going to be a lot this Thursday for the three of us to go over, cross-check and things like that so that'll be quite lengthy. It's wide open. I would like to think that any issues of points that you've got, it's maybe not the flavour of the month the way they deal with it, but certainly the way I deal with it if I've got something to say I'll say it at the meeting rather than go round, which I've been party to in the past and vouch favour of any things that are maybe going to be unpopular to raise. I tend not to do that. I found because of personnel role that that can be quite detrimental at times and you get embroiled in a, I don't mean scoring points but trying to make the point and eventually at the end of the day you're going to have to go along with what I feel is best. That's just me as a person. That's the way I deal with things. The boss, if you're talking about whole staff meetings, the boss if he feels there are any major or important issues will call staff meetings but they tend to be mainly fed through PAT nights. (66)

APT:

There are very few whole staff meetings in the school. Generally you get one right at the start of the year but after that they're very few and far between, maybe on an in-service day if there was a particular issue the in-service was based on, you know bully proofing the school or equal opportunities or something, the staff would tend to come together. But apart from that, there's not a great number of times in the year when the whole staff come together. (67)

DOES ANYONE EXTERNAL TO YOUR STAFF SIT IN ON YOUR DEPARTMENTAL MEETINGS? (68)

PT:

On occasions. If I again felt there was a real need for a link / a liaison between the department and something that really has to hit home then I would ask our link person, which is senior management team for us, John for us but he attends once every two months, once every three months you know. His commitment, I mean, obviously he's got a lot of departments but he will come, he will make a point. We have a member of our department who is responsible for taking the minutes and who also has that responsibility of typing them up, passing them onto our link person, putting a file copy in and handing them onto senior management team. As regards any other meetings that are circulated within the school then minutes are circulated back to, I think a waste of paper, but to every single member of.....to me one per department's enough because I always put them in a file any case which I think one is enough. You're kept well informed, I think, of learning support minutes, guidance minutes, senior management team. They're all well documented and circulated. People are aware of what's happening. (69)

Q.12: INDIVIDUAL STAFF ROLES(70)

PT:

Barbara's APT in the department and she takes responsibility for 5-14 development work and she's on a development day next week so really the big input for her is really we're all trying to raise our awareness on what the implications are and there'll be big changes to the lower school curriculum, S1 / S2 next year. Barbara's got other, obviously it just doesn't stop at 5-14 so she'd probably be better at talking about her responsibility rather than me. Again, I tend to rely on Barbara a lot for likes of, it shouldn't happen this way but it tends to. I teach mainly the boys and because of the set up of the school it'll never be a co-ed situation. There's always going to be segregated activity and because Barbara teaches mostly girls she knows the girls better than I do, she knows the problems, and really the other two rely on you and come to Barbara from a discipline matter. I think you

oversee that. If there's major problems then it obviously comes back to me. I wouldn't by order or rank in passing it up then you've got to be seen going through the procedure but I think you take care of that. Any supply staff that come in, Barbara deals with that from a kind of pastoral point of view; timetabling students and things like that although they're few and far between at the moment.

(71)

APT:

We haven't had a student for a long, long time. (72)

PT:

But we don't have any written down job description. I think that's something that the senior management team are about to address. We very much work as a partnership really and if there's anything needed done then we kind of set about it ourselves. (73)

WHAT ABOUT STANDARD GRADE PE? IS THERE ANYONE RESPONSIBLE FOR OVERSEEING ITS RUNNING? (74)

PT:

Before I came here then I would have said it was Barbara. Since I've come here it's kind of both of us. We are both very comfortable with Standard Grade and for us it's kind of offae. Both of our responsibility, I think we're dead active in that, is to raise the impetus within the rest of the department because whereby we're experienced teachers and we balance very well, the KU, the academic side to the practical side of that, that isn't common practice within the department. Shortcuts have been taken. We're aware of the shortcuts and we're hoping by leading by example that that doesn't happen. Responsibility - we both have courses written. We both mark for the S.E.B. moderation, we're very well aware what the standards are. I moderate for Practical Performance so I think we're pretty solid in standards. What is expected. It's trying to get that practice across to our own department is the problem. We have people with different views of where certification should lie. I can't speak for Barbara but I think we're of one but I'm very strong in that field, I think it's really, really important. I don't think it's been detrimental at all to the subject and I think what people who have the views that it doesn't work is they've got to remember that the kids come two periods for their core - their fun time, their enjoyment, their leisure - and that the other three periods a week, yeah we can still incorporate that for the kids but there is a serious side to it, and I think the biggest reward for me. I really enjoy that side of it. I can't speak for Barbara whole-heartedly but I think we are involved.(75)

DO YOU THINK YOU WORK SO CLOSELY BECAUSE YOU'RE 'FAIRLY NEW' TO THE POST OF PT OR IS IT THE WAY YOU PREFER TO WORK, I.E. HAVING AN ASSISTANT SO CLOSE TO YOUR OWN RESPONSIBILITIES? OTHER PTS RUN THE DEPARTMENT SINGLE HANDEDLY AND DO NOT APPRECIATE ANYONE ELSE BEING INVOLVED.

(76)

PT:

I think anybody would. I find coming here, different things. I mean I've come from a department, and I think you were the same, again back to the girls but they worked as a unit but I have come from, my whole up-bringing has been to share, to make things better for the kids and to endeavour to do that and to me that's just professionalism, that's what we get paid for and there's nothing I like better than kids going to other members of staff saying "Sir / Miss, can you help us because we're stuck. We've to do this in PE" then other staffs awareness are being raised and then they come and they make comments and I'm delighted about that because I think slowly but surely you do change peoples' opinion. In my last place we had the Principal Teacher of English in helping us out with a

lot of work so I think it's slow slog, but no, what we're experiencing isn't. I know it does happen I'm not stupid. When you go out to moderate you walk into a department but on the whole I think it's professionalism - trying to make it better for the kids, easier for the kids. (77)

DOES THE FACT THAT YOUR CLASSES ARE SINGLE-SEXED AFFECT THE SET UP OF THE STAFF? BECAUSE YOU HAVE GIRL CLASSES AND BOY CLASSES DO YOU FEEL THAT YOU HAVE A MALE AND FEMALE SPLIT IN THE DEPARTMENT OR DOES IT VERY MUCH RUN AS ONE? (78)

PT:

The hardest thing for me to cope with is the promotion within the department and again this will be addressed from senior management point of view, from job description point of view. We've two Principal Teacher Guidance within the department. They are very conscientious in terms of they are never late for their classes, they are down in time but curricular development wise always comes from us, is always led by us and that is a uphill battle. Trying to get them to be in the department more and I'm just talking, not so much even from curriculum, although that would be a help, just day to day shifting furniture, moving from one place to another, getting up putting posters up. I mean, our day is to be an elastic band. We are of all things and we go about and we do it but it gets pretty exhausting at times. (79)

WHAT IS THE CONTACT TIME FOR THESE MEMBERS OF STAFF? (80)

PT:

Well, in this school for Principal Teacher guidance they have thirteen non-contact time. Now of that the department are duty bound to have, I can call on their time whether they like it or not but I could call on their time five periods a week - I do not. But again opening their professionalism into them coming down to the department and helping out, what I think they fail to realise is that curriculum development, assessment, reporting, recording, all of this is part of their job and because there is not a high input... that's not true. One member does have a Standard Grade class then I'm sure he has to prepare his class lessons, he will have to mark the prelim. There are things like that. The other member of staff doesn't have that commitment so there is no demand on his time. (81)

We've got a senior teacher work experience. That's Alan's voice that you hear just now. He takes care of all the work experience in the school but he's got adequate time for it. He works very hard and I think with his workload he contributes a lot to the department. He has just a wee negative part of him that isn't into certification, he's into play. But he's amenable and you get a lot of support from him. (82)

The other two in the department... wait till I think now. We obviously give out staff tasks, staff goals. One member of staff takes on requisition, deals with it all coming in, follows it up, checks it in, orders it, all of that sort of thing so we can leave that responsibility to them. Alan again, he's good at making contact with outside agencies if we need pitches. He's contacted and made a very sound contact with someone at Goal so we can use their facilities. He's chased up things like Newlands so that we can use that for S5 / S6. The other two, the guidance, don't have specific roles although in the staff handbook I have put that they have contributed. I mean they've done one course a piece and one has given me a module which was hard work from a curriculum development point of view for that particular member of staff and another has contributed in Standard Grade writing and S1 fitness component but you take that with the strength that you get. What happens is Barbara and I over see it again really because obviously having the experience that we have and knowing the standards that are out there it fall shorts a wee bit so that's part of our job - that's maybe not the nice part, somebody does a bit of work and you then have to accommodate it and then change what you

feel you can hold onto, what you can keep. I don't think there's anybody else got any remit for anything else. Extra curricula - I wonder why you've got that down there. I don't think I can.. To me, and I've always felt this as a teacher coming up through the ranks but if you're my boss and now me as a boss if I give or get any contribution in that area then that's a bonus. I don't see it as part of my job, I don't expect it of other people, I'm a great believer in life, you don't know what's around the corner and if you have somebody to attend to or whatever and you're being judged on that area alone then I think there's something far wrong with us. If I'm getting nine to four from everybody then I'm happy with and so therefore I would never contemplate putting somebody in charge of that.

(83)

Q.13: FACTORS THAT INFLUENCE WORK AS A PE TEACHER (84)

APT:

One of the things obviously that has to influence us in our work here are the kids because I mean the kids here are excellent in terms of their attitude to the subject. Ok, you know there might still be a bit of work to be done in maybe changing their attitude to Standard Grade and what is involved there or whatever. In general I think we are influenced by the kids because the kids are very good. For example teaching here as opposed to teaching somewhere else, Garthamlock, Easterhouse or whatever, our teaching, we need a lot more content in our teaching because not a lot of our time is taken up on discipline matters because basically the kids are coming in and are being taught and are eager to be taught and learn. For us, that must be an influencing factor in our work. What we teach and how we teach is the kids that we have in front of us. And obviously facilities as well, facilities in any school is going to influence what you teach. Very good use of the facilities - I don't know if that has always been the case. When I came here at first the Principal Teacher then was in the stages of winding down to move out of teaching so a lot of things were handed on to me when I came here at first which you know I was perfectly happy to do, one of them being timetabling because I'd always done for a good number of years the timetabling in my previous school. You know and obviously there was a lot of things there that needed changed, particularly the use of facilities. You know there were times of the year when two and three groups were on the same activity at one time, all fighting for equipment yet other times there were facilities lying empty and things like that so obviously facilities do influence it but I think the changes that we've made obviously over the last couple of years hopefully have been for the better for the kids and for the staff as well, their working environment. (85)

WHAT ABOUT EACH OTHER? DOES THAT INFLUENCE YOUR WORK? (86)

PT:

I suppose it does really. Your comment earlier on "Do you rely on..?" then to me it's alien. You can't do everything in this world yourself. You just can't do it. You don't have the expertise to do everything. To me you learn from each other and hopefully you support from each other and I think both of us by nature are very aware of other peoples' needs. I think first and foremost we lead by example, I have to say that. We definitely do and then if there is a problem, whatever that problem is, we'll try and support it for each other but I think you do, you're not going to sit back and watch somebody work really, really hard and you sit back and go, "Thank God somebody else is doing it because I don't want to do it". I just wish, and I hope, that our work is of high standard but I unfortunately can't answer that question for you. (87)

Q.14: TEACHER CHARACTERISTICS. ARE THERE DIFFERENT CHARACTERISTICS WITHIN THE MEMBERS OF STAFF? (88)

PT:

Och, aye. I mean, that goes without saying. It's peoples own expectations, peoples own professionalism of what they perceive as their input. You've got a couple who're quite happy to come in, that's what I'm on today, see you tomorrow. Obviously we wouldn't allow that to happen so we draw them back in and remind them, "I wonder if you could do that?", "Have you thought about this?" So you get it out but you're having to tease them out. I think here what you're meaning is personal characteristics. I mean, we bounce of each other and I think tolerate each other. There's people who are fun loving, couldn't care less. Your prize example is in there. His catch phrase is "No bother" and that's the way Alan is and nothing really is a bother apart from his Standard Grade - he can't really be bothered with it. But really, you come in of a morning and find him exactly the same. Nothing's a bother to him. Other people with family commitments are maybe more tired and can't be bothered and they've to be jeered up. Another one moving into a flat and I've never known anybody to be so accident prone or to have disasters fall round about her and she copes really well. She's a nippy wee sweetie right enough. That's what we call her, but you need that, of course you do.

(89)

ARE SOME OF THESE CHARACTERISTICS MORE APT TO TEACHING PARTICULAR CLASSES? (90)

PT:

Whole-heartedly. (91)

APT:

Obviously it influences your timetabling and things like that. Even things like, at the start of the year, we get half a year group down and we're splitting them into classes or whatever and you're having a look and thinking, "Well that's a bad combination of kids for a start. You get out of there and get into that group". And then you look around and say who is the best person to handle this lot or who's best suited to or that group is more suited to that kind of person. (92)

PT:

It can provide drawbacks. Just as Barbara's saying there, obviously for me as a PT I've got to be concerned about exam results and what have you and that very much depends on who you will land a Standard Grade class with. It has been done in the past and the kids have been totally turned off - results were appalling, they voted with their feet. Motivation here and no matter what I will do or anyone will do that will never be instilled in people. You can only hope that they see faces in front of them and kids being bored. It has a big influence. Sometimes you can't get round it. I mean the comment Barbara's made. You divide classes up. Sometimes when they go into a division of four, even although you've screened out, you're taking the heavy handed lot, even when you get further down the line they just have to get on with it and, you know, staff monitoring / evaluation. I mean I've found it very difficult since I've come here to get round classes because my own timetable is very heavily committed to academic. For example, it's not ideal as a PT you don't have a first year class. I don't see that changing. I think it will get worse in the next couple of years but you can't really get in to oversee it so it's very, very difficult to oversee. (93)

APT:

And then the way the timetable for our department is as well, it's difficult for us to monitor because a lot of, certainly Alison has more non contact time, but that non contact time's taken up with all the development stuff for Higher and whatever and all the admin. stuff, so it's very difficult for her to get in and oversee and monitor classes and it's impossible for me because I've only one period over what the non-promoted staff are and I'm on all the same times as they are so really the only monitoring you can do is if you pass through a class or something but what can you see in that time?

Ok, it gives you a kind of idea of the sort of general, you know, tone of the class, the kind of behaviour or the work rate or whatever. It's definitely not the ideal situation. (94)

PT:
We know what happens. There will be people that take the easy road and the easy corner and I'm afraid with the changes that will be on foot that can't happen but until the actual overall structure of the timetable changes there's nothing we can do about it. (95)

TRANSCRIPT NAME: AYRHGPE

Ayrborne School, Glasgow Division

6 December, 1995 (continued from Q.8 on Dec. 13)

Open-ended interview re: Specific to H.G.P.E.

Principal Teacher (PT) and Assistant Principle Teacher (APT) of PE : Gym Hall

Q.1: IN PLANNING TO OFFER H.G.P.E. IN YOUR SCHOOL, WHAT PROCEDURES WERE INVOLVED? (1)

APT:

I had it in the development plan which would have been for the next coming year because obviously when I came my major concern at that time was the Standard Grade and trying to get that, you know, running as I thought it should have been so obviously that was my major concern then and that was looking ahead, you know, that was taken that two years on from when I came and giving me time to evaluate it or whatever and then obviously get an input into staff development. That was my intention that time staff development for the Higher because I knew obviously the problems with the Standard Grade. You know, the staff that were there at that time, there was no way they were ready to take that on board but then obviously with Alison coming and having, you know, obviously had the background that she had in Standard Grade and also then into the Higher as well, then that gave us the opportunity to bring the implementation of the Higher Grade forward. On saying that it hasn't been an ideal situation because obviously Alison's leading the group, three of the periods that the group come are three non contact periods of mine so for me to get any sort of staff development on that at all I'm having to use up three of the non contact periods that I have to go in with the Higher group. The other two periods I have first year classes so you know I'm kind of picking up bits and pieces of it here, you know, and trying to piece together so it's not an ideal situation but it's the only way round. (2)

SO YOU MADE A PLEA TO THE HEADTEACHER? (3)

APT:

Yeah. I mean last year we had made the decision to go ahead with the Higher Grade then, you know, we put all the arguments to them about, you know, it was the perfect opportunity, two of us working together. You know, obviously Alison had done a bit of work previously with the Higher so it was the ideal situation for me to get some sort of input in the development of it from my point of view, you know looking ahead that hopefully then next year then that we'd have two groups, you know, or offering whatever in Higher Still then I would be ready and able to take that on board. It didn't matter what arguments we gave them and it wouldn't have taken a great deal of commitment - if they had given us the commitment and said "Yes, go ahead" then the timetable could have been, there's only two periods in the week, the timetable could have been re-arranged and we would have accommodated that but there was no way they were going to take that on board and that was the decision they made so what now happens, next year in terms of, if we get two groups? I'll need to turn round and say, "Well, I'm sorry but you took that decision next year so if you're saying to me now to take on a Higher group then the kids aren't going to get, from me, there not going to get what they could have had if I had been working, you know, if I had been, not that I'm not committed to it but if I'd been totally committed to it in terms of the time that we were allocated but they made that decision so... (4)

SO YOU'RE VERY MUCH ON YOUR OWN ONCE YOU HAVE CLEARED THE TEACHING OF H.G.P.E. WITH THE SENIOR MANAGEMENT TEAM? (5)

APT:

Yes. Most of the teaching this year obviously has been done by Alison because she knows more about basketball and . So I'm learning about these two things as well. I mean I'm quite happy to do that. When Standard Grade came in at first in my previous school, and one of the staff there was a gymnastics coach, and that was how, I mean I love teaching the gymnastics part of the Standard Grade now and its just purely from doing that, from being in with somebody else, you know, and taking on board, you know, what they're doing with the kids and whatever so I thought I was going to get an opportunity to do a bit here this year but it obviously didn't work out. So we shall see what next year brings. (6)

Q.2: WHAT LENGTH OF TIME ELAPSED FROM THE INITIAL IDEA OF OFFERING H.G.P.E. AND THE FINAL DECISION? (7)

PT:

Just that year. (8)

APT:

I mean it was just last year when we were making the decision as to whether or not. It was probably after Christmas time or even about this time last year. (9)

PT:

Because they're already planning next years timetable. (10)

BUT YOU'D RISEN THE TOPIC OF H.G.P.E. BEFORE? (11)

APT:

Well, aye, in the development plan but I had seen it, you know obviously Alison wasn't here at that time, so I was looking at it a year further down. (12)

PT:

Even then we jumped in the deep end. I mean, Barbara had sorted out the Standard Grade by this time. Well what are you talking about sorting out? We know we're still sorting that out just now. The whole administration of it. I mean they will still living in the dark ages. Seven components as opposed to five components and sometimes doing PP1 and sometimes not doing PP1 - it was just a disaster so that was all sorted out. The groups that had come through, it was that clientele that convinced me. There were good kids there. If there was going to be a year to jump in, this was the year to jump in. We have got a composite class, S5 / S6. Sixth years are superb, they've got the maturity, some of them already have their diet Highers, some need this higher to get into university, so the work rate that you're getting from them is absolutely superb. So, in planning that, we took the needs of those kids into consideration. We went up with the usual argument, you know, the staff development, the needs to develop that, the facilities, the resources we wanted, the facilities we wanted. I would say out of that list we got thirty percent of what we wanted on it. There argument back to me, and I think it's the same in every school, it was the same in Ayrdrone, because what Barbara's doing now I did in Ayrdrone - I offered up my time to teach with Ian and that's how I got. I was also lucky in that the boss fought for me and I attended the Higher Grade conference so I got loads and loads there because the people there were superb, so that helped. But the exact same thing happening. All that the senior management team are interested in are the staff / pupil ratio. I went the argument with Barbara on staff development, what have you, and I got back to me is it's worse in other subjects. For example, in Modern Languages I have you teaching the French class, you get promoted and moved on, she comes in she can only teach German and that's all they're interested in.

They're not going to say, well, because I said "What happens if I'm off, if I break my leg or whatever? Who takes on the Higher? It can't be taught, it won't be taught the kids will fail". Same as in any other subject. The Principal Teacher of English is off, SYS students fall short and that's the way they deal with it. I don't think the problem is just in PE I think the problem is overall but obviously from our point of view we want it to get better in here; we want a higher profile so our needs are we fight our corner that we want staff development, we want it bad because there ain't anything happening in the region either. For me the planning in it, well we debated long and hard, long and hard about the activities that were to be offered. I have a real personal interest in volleyball and I was going to hit volleyball but then we have a person here - that's the forte - and we thought maybe not so good. Barbara had pointed out that we were probably disadvantaging the girls because volleyball is not highly taught by the... they don't pick it up, it's not a big profile but there is in netball. So that was debate one over, we plumped for basketball and we've definitely made the right decision because there is a high correlation of the skills from netball transferred over to basketball so that came into the plan. Facilities came into the plan. Timetabled against other subjects, other things in our department came into the plan. We debated long and hard and this debate went on and we'll know the answer to it when we finish of, we knew we had to use the resource of the pool, it's sitting there, swimming's well taught. We teach Standard Grade to a very high standard, I think, definitely in life saving, not only do they get the aquatics skills but they get the rescue land skills and they do that in a big way. So we've got two courses sitting ready to hit the Higher, we've got lifesaving and we've got swimming and we debated long and hard, "We are not changing our mind, we are going for swimming". The reason we're reluctant to go swimming was the length of the pool but we'll take them to Littleway. The length of the pool and the fact that the Exam Board will not come out and give a definitive statement of what the standards will be to be achieved. They've given us some guidelines and that's what we will follow and I don't know the answer to that until we finish. We felt we'd go with the technique. That's what the Higher Grade is all about, technique and time as opposed to lifesaving because we thought it would be too repetitive for the kids and boring for the kids and from a staff point of view how can we keep the motivation going for them for all the concepts they've to learn so that came into planning. We debate more long and hard than any other two that I know, about giving out a mark or two marks; it's a nightmare. But anyway, it's healthy for the kids, that's for sure. (13)

Q.3: WHO CO-ORDINATED THE PROCESS? (14)

APT:

I had already envisaged it, you know, further down the road. Obviously when Alison came in we discussed the merits of bringing it on board. (15)

PT:

We've never really discussed, had you introduced it, what activities would have...we've never really gone that far. (16)

APT:

I would have gone for dance, gymnastics. I think I would have stuck with dance and gymnastics. Appreciation is just totally ignored in this department. (17)

Q.4: WHAT SCHOOL FACTORS WERE ENCOURAGING TOWARDS OFFERING H.G.P.E.?
(18)

PT:

I think the management were encouraging. To me I think honestly, until they change the timetabling structures, they're hands are tied. Their support is there in that obviously it augments what the whole

school offers in terms of S5 / 6. It pleases parents so therefore it pleases staff. To me that's fine. That's their job and I'm part of the process as well and if that's the way they see the subject then that's fine, I don't have any problem with that. I think that's their job, so to me they were supportive. I think they appreciate the problems and I'm positive they will endeavour to change that next year but we've had to get on with it just now. The hard thing for us is doing the best that we can for the kids because we've had to beg, steal and borrow a games hall and it's taken us a long time, I mean that's since August tying it down. It's only now we've secured the use of Eastway, we'll maybe take them down again over one lunch hour but that commitment comes from the kids to, so that's encouraging. If we were saying "Look kids, we've managed to get you this games hall. How many can manage?" and one put their hand up, I would be soul destroyed but they're anxious, ready to go down, not a problem and they put up with a lot as well so to me that's encouraging. I think it's encouraging that we have established an ethos with them that yes, they will get the learning here but there's other things out there, go and learn go and find out. Many, I have to say the girls are a bit more conscientious than boys, but they will go and ask other members of staff. Other members of staff come back and say, "Here, so and so was up at me...I didn't realise that there was so much involved". But you still usually get the comments why are the PE Department up here photocopying things and things like that, you know? Why have you got books, or whatever. The other thing for me and I think both of us, we're very astounded and very pleasantly surprised, to date the most encouraging thing for me was we have a real strong group from the initial eighteen, two left, three are not so brilliant but of the thirteen who made appointments nine of those people kept appointments for the parents night. The comments that we've had from them, totally encouraging. Two members came back and said, you know, didn't know what was involved, had a look at the syllabus, the course, we know it's engaging them and keep up the good work, so we were delighted, weren't we. I think it's brilliant and that's the tick for me. That's what keeps me going. So I think these are all encouraging. It's our first year for God's sake. We don't even know. Come back and ask us and we'll tell you the results. I mean I had a colleague last year and who has made a bigger and even greater commitment to the kids. Two members of staff took them away for a whole weekend of study to Loch Lomond and put in a lot of work on their preparation for their exams and two of them passed of her group. It's taken her the whole year to get over it. I mean her results there were good but her first year offering and she just said, you know, the two of you will just need to calm down, you know; don't make the mistake that I made because they can have a flaky on the day and let you down but to me these are encouraging things. I think number wise if you actually look down, the only reason I can give for these numbers is if we look down again we applied to do, to be included in the self-supported study scheme within the school. Now I've been in schools where PE just don't even get a look in. They listened to our submission and going down those lists if you actually look at the hours offered, hours offered works on the number of pupils that you have in your subject - Standard Grade / Higher Grade - and we have something like eight and a half hours offered to us but there are other subjects sitting with 0.5, one hour, two hours. So that's to me very encouraging. To me that's another factor that the senior management team are supporting you because they could give whatever reason they want and they don't and they didn't. So that's new for us this year. (19)

APT:

I asked last, well it would have been for last year before Alison came, and I approached the AHT who was in charge of, at that time and has since moved on, to get onto the supported study scheme. He kind of looked at me. I said "You have to realise, these kids are having to sit an exam, are being

exposed to watching a video and then, you know, writing about what they're seeing in this video which is a very hard skill for a lot of kids to do". I said "You're making the assumption then that all kids have access to a video in their house. You can't make that assumption. We should be making this facility available to kids within the school, you know, within a supported study situation". I mean, ok, we can do even lots of practice within the classroom situation, or whatever, but then there are kids who are disadvantaged because, ok there are plenty of homes now that have a video and the kids if they're keen enough will come and ask for a past paper with the tape. They just weren't interested. They couldn't see that we had anything to offer the kids in a supported study class. So at least we've managed to go into that. (20)

PT:

The other thing is really, we're trying to stretch the curriculum for the Higher and there are going to be times, like in January, when we're going to ask the senior management team, "We know they're not timetabled for Higher Grade PE then but we've got this really fabulous opportunity to take them to another school. Can we get them out as well?" And if we're getting that support it's not as though they're saying, "For goodness sake, they come five times a week to you and you want them out another day. How often is this going to happen? Just a one off? Right, carry on." So, that could be easily blocked and it's not. (21)

Q.5: WHAT SCHOOL FACTORS POSED PROBLEMS IN RELATION TO OFFERING H.G.P.E.? (22)

PT:

Again that's got to go back to facilities. That's given us a major headache. (23)

APT:

I think that's our one major stumbling block for anything. In any of the courses that we offer, you know, we're talking about next year looking at offering a SCOTVEC provision for the upper school. Obviously that would lead on eventually your Higher Still, you know, comes on stream. But again, it will be facilities and timetabling. We hope that the timetabling next year won't be as big a problem. It was one of the things we had to consider as well, what activities to offer. The pool's lying empty and as Alison said particularly the lifesaving aspect of the Standard Grade is taught to a high standard and that the kids throughout their core throughout the school make use of the pool so there is a high input in swimming, that was obviously one of the deciding factors there. (24)

PT:

Other than that, I don't really see that there was anything that posed us a problem to offer it. Everything was quite secure. (25)

Q.6: HOW MANY PE STAFF ARE INVOLVED IN TEACHING S.G.P.E.? (26)

PT:

There are five of us involved in teaching the Standard Grade; three for the...that are into their final year, their second year, and two just starting with a present third year groups and there are five by comparison to Higher we have the two but, I mean, as Barbara said, it's not a full two because the time doesn't... (27)

ARE THE TWO INVOLVED IN TEACHING HIGHER GRADE INVOLVED IN TEACHING STANDARD GRADE? (28)

PT:

Yes, that will always be the case. (29)

WHAT ABOUT THE TWO THAT DON'T TEACH ON STANDARD OR HIGHER GRADE?
(30)

APT:

They've had previous experience at Standard Grade. (31)

PT:

It's not as though they haven't. (32)

APT:

It's not that they've had no experience, they have had experience, it's just from our point of view each year, just depending on the numbers of kids that we have. Obviously they have experience to varying degrees of success. It's also, another consideration when you're doing the timetabling and deciding the staff. The way that we run the Standard Grade is that it's the same person is with that same class throughout the two years. I know some schools do use their expertise and one person teaches a particular part of the course or whatever. But I mean I don't know. For you to establish any kind of working relationship with the kids then it has to be the same person working with them.

(33)

PT:

I think there's nothing to beat consistency. At least the one persons consistent standards. I wouldn't be happy splitting them of regardless of expertise, I'm sorry. It goes back to our characteristic person - we don't know but I'm not happy about that at all. (34)

Q.7: HOW DOES THIS COMPARE WITH THE NUMBER OF PE STAFF TEACHING H.G.P.E.? DO YOU SEE YOURSELVES AS BEING THE ONLY TWO IN THE DEPARTMENT TO BE INVOLVED WITH HIGHER GRADE? (35)

PT:

Yes. Yes. And I have to say now we're encroaching into serious decision making because there are, from my point of view, I'm not even talking about bringing on-stream staff development, I am talking about taking on board academic issues themselves and being serious on that and chunking into it and then taking that responsibility to deliver the kids. It's all very well in a situation where I am forced to timetable certain people to take on Standard Grade; that upsets me and there is a serious issue to that but to do it for Higher when you're mucking about with somebody's career prospects - no. It will always be Barbara and I until I decide that there is a real major difference in the way they want to approach it. I'm very serious on that one. Unfortunately it's the same in everything that Barbara and I do and that's a hard part thrust to draw back. You delegate people's...and I'm so delighted at people involved here but then you're seeing it and you're like, "Oh God, we should have done it ourselves". But you can't do that. It's a very, very difficult thing for us to let go but we have to, we can't do everything. (36)

IT'S NOT A CASE OF KEEPING THE HIGHER TO YOURSELVES. IS IT MORE A CONCERN ON PROTECTING THE HIGHER? (37)

PT:

I feel that, to me, we've got to walk before we can run. Barbara and I have got to be very steadfast, we're the two who have the whole philosophy of certification where it should be, right? And I would argue anybody's own opinion on how they feel the certification doesn't work, right? I think we are both of one of how it does work but the benefits are to the kids and what they can get out of it. Now we have to be able to walk in the successes of how we will plan the Higher in terms of next year we will decide. There's loads of things in that that we haven't...we've over included and we won't. So we have to change that and be absolutely sure ourselves that our own delivery is rock solid and the kids are going to get the best of that. To take on board perhaps somebody who doesn't have the philosophy in the first instance and who wants to stand and argue the philosophies with you without

you being able to direct and lead the children, then you're going to hold me back. I don't have time for that and I'm not going to ruin the kids' lives on your mis-conceptions of where your philosophies are and that is the problem. We don't ever stand and question each other. I'm turning to Barbara saying, "Have I missed anything?" I'm hoping she'll pick up that I've... "Have I confused anyone?". "You went in too deep. You never stopped talking" or whatever. She's not going to say "What is your philosophy of this structure? Why have you decided that that's a structure and not a strategy?" I don't have time for that. The kids don't have time and until that, until the individuals change their philosophies and say "I really want to learn" then I'm not going to push and waste my time.

(38)

DO YOU RESPECT THESE OTHER TEACHERS OPINIONS IF THEY ARE ABLE TO DEFEND THEIR PHILOSOPHY? (39)

PT:

Mmm...I can respect it but I can't go along with it. There are decisions that are being taken that are far out with what Barbara and I do. It is tedious for me, it is tedious for her to give up so much of our time to do this investigation. I don't have a choice in that, I have to. It is part of the Arrangements documents, it is within what the S.E.B. expectations are of us and I have members of staff who discount that. "That's not important that the S.E.B. are telling you to do that" so they just miss that bit out of the course all together. So in so much as yes, I will respect that they have different opinions, that certification is not the be all and end all, if I give them that responsibility then respect or not they will do what's in the S.E.B. guidelines and don't miss out part of the course because it doesn't suit them, or they don't believe in it or it's too hard or it's too much bother so you just miss that wee bit out. No, I can't respect that because that's being unprofessional and it happens so these people will not get teaching the Higher until I'm happy that their philosophy accepts what the Higher's all about. (40)

APT:

Standard grade as well because that's where it's basically rooted and there's thoughts on that and of course then it just escalates as soon as you get anywhere near Higher then... (41)

WHAT'S THE GAP THEN BETWEEN THOSE THAT ARE TEACHING STANDARD GRADE AND THEIR AVERSION TOWARDS HIGHER GRADE?(42)

PT:

There is no aversion to the Higher. They see the Higher at the moment it's just a wee bit out of their staff development needs. They've got enough to contend with taking on board concepts that we're trying to help them change. If I've mis-lead you there. I am sure in the next couple of years that a couple of them will want to come on board but what I am saying is where I am tolerating more deviance's of how they will do Standard Grade I will not tolerate it at the Higher because for one of the children we have just now she must, she simply must, get a B for her Higher Grade PE She is depending on this B. Now we know that and we will target and channel round more of an input here to get her that B and we will work very hard to get her that B. The way in which it would be taught from other members of the department, they would just go in and teach the activity, the activity, just as long as they're playing the activity is the important thing so until they change, and that'll take a lot of staff development but it takes a lot of internal changes. I mean, Barbara's not going to give up her free time or anyone, you're not going to give up your free time if you don't believe in what you do, if you don't want to do what's best for the kids. So it's not as if they have an aversion to it. They see it as simply "Well there doing that and that's the way it'll be". I think there's going to be one other member of staff that'll want to come into this thrust. There would be one other that would love to do

it right now and in actual fact has questioned my selection process. Why have I chosen Barbara as opposed to them because in that person's opinion they have more experience. It would just be disastrous for the kids, it wouldn't have got off the ground, we don't work as a team for a start, our philosophies - I go one way they go totally the other - and it's not just a personality conflict. It happened with Barbara being in charge of the Standard Grade last year was looking for assessment procedures to be adopted, not because she wanted them, yes she does want them done that way, she was the boss but the S.E.B. says they have to be done that way, "I don't agree with it so you're not getting it", "You can't tell me to do that". So if that's your attitude it's very difficult. We'll get by and if we don't get by we just leave them behind and somebody else who wants to learn will get that section, will get that class. It's not as though we're covering it and keeping it to ourselves. It's simpler, in the initial stages it's simpler because we're very much walking as well. When I'm two years / three years down the line and I know I'm hitting As and Bs then I'll be confident. I'm confident at Standard Grade because I've hit 1s and 2s all down my career and I know I must be doing something right but I can't give you the answer to that right now. I don't know the answer to that right now. (43)

Q.8: ARE THERE REGULAR TIMETABLED MEETINGS FOR DISCUSSION ON H.G.P.E. OR IS THE TOPIC COVERED AT GENERAL DEPARTMENT MEETINGS? (44)

PT:

Barbara and me! What we did at the beginning was, when we'd decided how we would operate it in terms of the teaching and the support of it, we didn't want to closet it all to our self although we knew exactly what we were doing by letting the reins out a we bit and that was to offer, more for a staff development purpose, but the smallest part of it and that would be taking on one child for a tutor in terms of their Investigation and it never met with deaf ears. It met with a response but they were right in what they were saying; it's their own workload, their own lacking in confidence, some of them have said that they would do this again next year which is good because there is now two of us that then can take one of them aside and say, "This is how it goes". That depends on our results of course because we don't know what they're going to be like. But timetabled meetings, no, that's literally probably four o'clock when we're knackered. We tend really just to say what we've been doing like "We've managed to get Littleway to take the higher group here, we need the minibus for the Higher group here, ordering equipment for the Higher group..." and I had hoped when I came here to introduce the heart rate monitors for that group and we've talked about those sort of things so they know that that's there but it's to let them know that that's not just for the Higher, that can be spread about but general department meetings is general points that we feel they need to know because, honest to God, with seven people and with the departmental meeting as short as it is, by the time, and I said this last week, by the time I actually report back on what the Principal Teachers meeting was and what the Boss wants disseminated back, windows broken, this needing cleaned, that needing cleaned, you're lucky if you're left with twenty minutes, twenty five minutes and we tend to maybe break off in situations like that. Barbara and I would maybe say "We'll do the Higher if you, you and you break off and do the SCOTVEC module that you were talking about and you two, if you could look at the assessment procedures" and that's as much as we do. Just about every lesson we have together, especially in a team teaching situation, we have some kind of comment or whatever. I have a habit of talking, as you know, so I rely on Barbara. Everybody's got their own way of delivering a course, so I'm relying on her and saying "I don't know that the kids picked that up there", and so it's like that. (45)

Q.9: IS THERE A SELECTION PROCESS FOR PUPILS WISHING TO DO H.G.P.E. OR IS THE TOPIC COVERED AT GENERAL DEPARTMENT MEETINGS? (46)

PT:

The selection process would reflect what we've written down as our criteria anyway. The criteria that we're looking for, and that's sound advice from other schools, and from what we thought ourselves, was that the children must have a Credit 1 or 2 in their Standard Grade PE and most definitely a 1 or 2 in their English. The children just can't cope with the concepts in Higher Grade if they don't have that; it's their learning skills there. Obviously there'll be a netfall of kids that don't have any Standard Grade experience and we wouldn't preclude them from doing the course, so the process there is really going to the teachers that taught them, getting a resume from them, getting them to make a professional judgement of their strengths and weaknesses and suitability of the course and then we decide. Obviously we've tried to have a gentleman's agreement to the benchmark of twenty as an absolute cut of point and to be honest I don't, I know there are other schools that go beyond that, I don't know how they cope. The real big problem are in those numbers, going beyond that, is the Investigation of Performance so we've taken on board a few children who we said at the onset - we were very honest - our prediction has come absolutely true and we based that on their grades; they had a three in their English. They can cope, I think, if they get sort of a three in their PE provided - we look at what they've achieved in their KU and E. Now you can get an overall three but maybe the child is poor in practical performance but their KU and E are strong, so that type of child will actually cope. We took them aside at the start, we held them back, we said it's very unlikely that you're going to pass your Higher and I don't think we've been disappointed in our prediction in any of these children. (47)

APT:

That as well tended to be, the ones that we've been accurate with, most accurate with have been the fifth years because the sixth year that we felt would probably struggle a bit has, with a lot of hard work, is managing to cope but that is the difference of that extra year. The fifth years are just falling by the way side, they hardly manage to keep up at all. (48)

PT:

We wouldn't have numbers, and I'm sure you'll have found that elsewhere. You know, offering it for its very first year this year, I was extremely pleased with the numbers. If you actually then compare our pupil uptake to other subjects within the school then we come out, I would say, middle of the road. There's a lot of subjects below us and that reflects the supported study hours that are given back over to us so we know we are being fairly successful. I don't think we'd have a problem filling a course. The problem is, for us, to go through a process of the children that we want because most of them still, the immaturity just as Barbara's saying there, the fifth years come still thinking they're to play. The sixth years have gone through the process, know that there is an academic thrust, meet deadlines, they hand in homework and things like that. The fifth years tend not to. (49)

DID YOU TURN PEOPLE AWAY? (50)

We still took people in that we thought would struggle. those are the one that, we gave them all the same speel to encourage them and then we asked certain people to stay behind. It was all positive really with a bit of hard work and put it very much in their court and there was children who for behavioural problems throughout the department, you know, we would just refuse to have; don't bring kit, give a lot of back chat, lot of bad behaviour basically, no application un-yet they turn up in fifth year wanting us to take them so no, it's very much payback time as well when it comes to that. You really only want children in your department at that level that are showing an interest and I

think even if we offered two sections next year we would be the same. I think we may have two sections because as it's become a bit more popular children in the present fourth year group who haven't had any Standard Grade experience have asked loads of questions, "Would I still be able to do it?" and there's a good chunk of them I would accept you know but we just don't know until the numbers. (51)

Q.10: HOW MANY PUPILS IN S3 AND S4 ARE DOING S.G.P.E.? (52)

PT:

Now there's a thing. Kerri; she's got twenty one, over the twenty and Alan's got.... I think it's nearer fifty in the third year group and our present fourth year are about twenty a section, it's slightly under - it's about sixty. Again, it's more or less a straight third / two thirds. Having said that there are two sections in the present fourth year. There's two all boys sections, roughly twenty eight a piece and one all girls section and Barbara will give you the strengths and weaknesses of that. In third year because of the timetabling structure then it couldn't be offered as single sex because there was only one member put on to it. They appear in two different columns and as such it's a mixed group and again there are strengths and weaknesses in that. But I think what we're going to really try and establish and push is that, if you in this school are to offer truly equal opportunities, then the Asian girls really have to be encouraged that there is an all female section for them to slot into. (53)

APT:

When I came at first, as I've said to you, my main task of re-doing the Standard Grade course as it was, that was one of the things that I wanted to do was to try and get some of the Asian girls, encourage them to take part. We were lucky that year in that the group that I have just now, the all girls group, are a particularly good group and there was enough of them to make a group out of. Now I know there has been occasions in the past when that has happened and for whatever reason they, whoever was doing the timetabling, decided that they were all going to be mixed groups. Why I don't know because it's single sexed groups throughout their core programme and then all of a sudden, you know, they're thrown into this situation where they're in a mixed group. At that time I just dug my heels in and said, "No, I really don't see that has any benefits". There are more drawbacks than benefits at that stage. It's different; the fifth and sixth years I mean. The girls in the Higher group, there's no problem there because they've got the maturity to cope with it but at that stage, I think particularly when they have been working, it's different if they've come through the system and they have worked in a mixed group situation but for the girls in this school they haven't and I wanted... The particular group that I knew I was getting would be strong. They probably would have coped in a mixed group but I think they've got more out of it staying as an all female group and also as well that the aspect that Alison was saying I wanted to pick up on, trying to encourage the Asian girls to do it and for whatever reason the following year their group, the numbers of the girls dropped back down again. After having set up this all girls group we thought "Right, that's it. We're now on the road." But, for whatever reason the selection process didn't encourage any of the girls to take part. (54)

ARE ANY OF THE GIRLS AT HIGHER GRADE ASIAN? (55)

APT:

No. (56)

PT:

I can't talk in this school, maybe Barbara will be able, you're talking about a process as well, going back to that. In our last school, they were very much steered away at the Guidance meetings and that was a big problem for us. One which we addressed and unfortunately had to get the Headteacher

involved because it was very much a pre-determined, you know, thought process on the principal Teacher of Guidance there just steering kids away from us. But I couldn't...(57)

APT:

I know it has happened here. I think it happens everywhere. I mean, even as you say. Even in the previous school I was in as well the same thing happened. Kids that you knew would be good in a Standard Grade course or right along the lines saying, "Yes, I'm definitely doing it. I'm definitely doing it" and then you get hit with the, you know, the list of names of kids that have opted for it and then you say "But where are all these kids that said they were going to do it?" You see them, "I thought you said you were doing...". "Miss, I wanted to do it but I was told that, you know, that I would be better doing such and such". People in other departments still have this notion that PE is playtime. (58)

PT:

Certainly still get that a wee bit from staff. We had eighteen to start, right at the start on the register. that was our composite class S5 / S6 doing Higher, ok. Two of them were with us three days and then left; there was the job thing so that's the kind of response you get. Down to sixteen now. Homework deadlines, lack of attitude application dropped out another two; that was Woods and Jim McLure. So we got rid of two so we're now down to sixteen and we got rid of McKay there. His father, an abundant of trouble not just in PE, decided to leave so we're now down to fifteen and that very much looks like our presentation group. Is that right? (59)

APT:

Yes. (60)

HOW MANY WERE INITIALLY INTERESTED IN THE IDEA OF TAKING PART IN HIGHER GRADE PE AT THE START? (61)

PT:

I would say probably about twenty / twenty six and then some of these sixth years then, desperately wanted to do it but a couple of them wanted to go Sixth year Studies, things like that. It was a timetabling thing. But on the whole the change to our timetable we lost two kids; that was that girl Jane that went to Drama and her boyfriend, whoever he is, I can't remember his name, we lost him with the timetable change. We're not going to suit everybody and I'm quite happy with where the subject lies in the timetable. So I think for our first year uptake they dropped out because of timetabling things or some of them took work away and, you know, that didn't have the Standard Grade experience, and we gave them stuff and said "Look, you know, read that. If you think you've got a stab at an answer there then you're understanding. You know, we'll support your inclusion". But they never came back to us on it. (62)

DO YOU HAVE ANY IN YOUR HIGHER GRADE GROUP THAT HAVEN'T DONE STANDARD GRADE? (63)

PT:

Yes. And they're coping but they're very clever people. They've already got their diet of Highers and they are physically very interested in PE, very good at what they do and they're certainly enjoying it. We've one adult which we would never do again but there you go. You go back to the process, so you're assuming you make a lot of assumptions that the guy in this case is mature enough having been through the system of school, failed at school, gets a last grasp chance because he requires this to get into some course or other and we're having a lot of problems. However, we only have one adult. (64)

GOING BACK TO THE PROCESS, IS IT SIMILAR FOR THOSE PUPILS TAKING STANDARD GRADE PE AS IT IS TO HOW YOU HAVE EXPLAINED THE PROCESS FOR HIGHER GRADE? (65)

PT:

Yes. Like anything it's the stepping stones stuff and beyond the Standard Grade stuff Barbara gets to grips with 5-14 it'll be at that stage; you're going to be evaluating, you're going to have assessment procedures that will support...you know, instead of us going up to Senior Management team and saying "He has been a behavioural problem for us and he can't do...there are the child's grades. It would be advisable..." and you get more weight that way, without a doubt. (66)

YOU'VE SPOKEN VERY MUCH ABOUT THE ACADEMIC ABILITY FOR PUPILS CHOSEN TO DO HIGHER GRADE. WHAT ARE YOU PRIMARILY LOOKING FOR IN DECIDING STANDARD GRADE PUPILS? (67)

PT:

It's professional judgement. We have no definitive..., we have practical performance criteria but none at all. They get no homework, they get no end of term test, problems that Barbara and I are not happy with but there is only so many things you can change at any one time and that will definitely be addressed. It will not meet with favour but that will be addressed. It is very much on the professional judgement. If we are unhappy then the only thing we can do is show them sort of kit record, attitude record, referrals of "This child has been a problem in our department for the following reasons un-yet you're putting them into the process of Standard Grade where it's going to be even more of a problem for that child to bring kit, to regularly attend, to hand in homework and what have you. I think it will be easier, the process will be easier, in the very near future for Standard Grade because the children will come from a background where they are meeting standards for us on Knowledge and Understanding, Evaluating, that sort of thing, so we just have to go with our own process really which is "We want you, you and you to do..." and having said that it's a very successful process because you've built up a relationship with these kids for two years, you've set your own standards and they know what's in front of them because we tell them often enough.

Q.11: HOW MANY PUPILS IN S5 AND S6 ARE DOING H.G.P.E.? (68)

PT:

Do you want the breakdown here, S5 / S6? Three girls and two boys, five, and one adult, six, and the rest are fifth year. (69)

APT:

There are only five fifth years. (70)

PT:

*There are more sixth year then fifth year? (71)

PT:

There are only five, that's right because the ones that have all dropped out have all been fifth year.

(72)

12. WHAT IS THE GENDER MAKE UP OF THE PUPILS DOING S.G.P.E. AND THOSE DOING H.G.P.E.? (73)

PT:

Five girls, the rest boys. I don't think that's any different and talking to colleagues I'm not overly worried about that as a problem and it surprises me that the exam board are maybe reflecting that is a problem. If you look at the science uptake now, there's more girls going into that now when it was

predominately boys. I don't have a worry on that. Putting up statistics to say that to me doesn't worry me that that is the case. I don't know what people are maybe trying to work out and that. What upsets me more is, and I don't think we've had that, we've been very lucky, we're both very strong, competent teachers, and like anything unfortunately you go into a boys class and you have to prove yourself far and above and beyond what you'll ever have to do with girls. Now once you do that the benchline is set, there is not a problem and so therefore kids will respond that they have a female role model in front of them and I think this is where we would be particularly strong for girls choosing it, that we are good role models but other than that... (74)

APT:

Girls would consciously make a decision about doing Standard Grade or not doing it by saying, "No. I mean I can't do gymnastics, I can't swim, I can't do this, I can't do nothing" whereas the boys don't. It's "Yes, you beauty! Five periods of PE" The girls realistically make a judgement on their own capabilities whereas I don't think the boys make that sort of conscious level of assessment of themselves. (75)

TRANSCRIPT NAME: BUSHSCHO

Bushburn School, Dunbarton Division

8 November, 1995

Open-ended interview re: The school

Headteacher : Own office

Q.1: AREA THE SCHOOL IS LOCATED IN (1)

It's a historical thing. We're in the former area of Stirlingshire so the school is in a fairly deprived town itself of Ayrborn with a bit of new building with three major villages; Lyle, Manor and Hounds. Hounds is a country village, Manor has become a middle class area and Lyle is half and half; half a deprived overspill from Glasgow and half new building. (2)

Q.2: CATCHMENT AREA (3)

The catchment area is very long and spread out and we have six buses delivering kids each day.

About 500 kids arrive by school bus each day. (4)

Q.3: AGE OF THE SCHOOL BUILDING(S) (5)

The school building started in 1938 and stopped in 1939 for the war and started again in 1948 and the first stage was finished in 1952 and then has bits added on since then and the so called new extension was in 1965 and that's the newest part we've got. It's thirty years old. Ten huts arrived about 1975 and we've still got these. They were supposed to be there for five years - some of them were second hand - but we've still got the huts in existence which have been re-built, re-roofed, re-carpeted, re-wired, re-heated so they're not too bad. (6)

Q.4: FACILITIES (7)

Facilities are typical of a school of the 1950s which means they're fairly limited. There is one big gym, one very small gym, a swimming pool / teaching pool and the use of the Assembly Hall for PE when it's not being used for exams and for other things during the year. One blaze pitch which is the only one we can use now - the football pitch / grass pitch is so muddy and so soft and can't actually use it for football. Other facilities, non PE facilities, we have the first ever purpose built library in a Scottish school which was marvellous at the time but is now tiny and is completely the wrong shape. We're very, very short of classrooms. We have no staff bases as such, no social areas for children, great shortage of offices for AHTs, for guidance and for everyone else. We're hopeful of a major refurbishment in the next five years which would be a big extension with a games hall, extra classrooms, drama studios, art studios and wonderful things. Here's hoping. It would be in what is the existing playground area, at least we expect. There is a huge amount of land. Our problem is that most of it is undermined being a former mining town there are problems with the land just outside the school wall. It's all undermined. (8)

Q.5: AIMS / PHILOSOPHY OF THE SCHOOL (9)

We've got a written set of aims and so on but it's very much simplified to simply say that the school is here to provide the best possible education for the children and the school is not here to employ teachers. The school is here for the children's' benefit and we certainly do our best to try and get that across. Everything is dedicated towards teaching and learning and other things, if they get in the way, just have to go to the side. The most important thing is the teaching and learning. (10)

Q.6: ETHOS OF THE SCHOOL (11)

It's a very caring school. It's a very friendly school. Everyone gets on very well. We give an awful lot of responsibility to pupils to do things. Just as examples, things like parents evenings, we just

ask one of the prefects to organise folk to do teas and so on and it just appears. It's just done. We don't have to round them up. I've been doing visits to primary schools recently and some pupils go along to that and again they provide teas and dress up smart and do their best. Everyone really works very well together. Part of that ethos is the older kid looking after the younger ones. School discos for example. They supervise the school bus. They come in in the buses. No teachers travel in the bus but they do the supervision and they sell the tickets, they organise the money, they organise the tuck shop and it's totally their job. We have link seniors with the first and second year form classes in order to help if there's any problems with bullying; they're more likely to tell seniors than to tell teachers and it helps. The guidance teachers choose who they want to do it, I mean people they expect to be good at it and they're given a form class. Some form teachers are better than others. Some form teachers actually allow them to take the register and run the class, others are sort of in the background. But it is very useful. (12)

Q.7: SCHOOL BOARD (13)

Nominations close on Tuesday. We had three vacancies and we've got one person interested so the School board may be about to fold. It was a very supportive board; supportive in that it did exactly what I told them to do so it was actually quite useful. They didn't take any great interest in the curriculum or anything like that, they sort of stood back and it wasn't very productive but they did assist in times of problems. We had two teachers reps - one co-opted from the school, who was a senior pupil, usually the school captain - one from a local bank and five parents. We're down to two parents now and this is where the problem lies. Three have retired because their time is up - their kids have left school and so on. I'm not on the board I attend. I am their chief advisor. (14)

Q.8: SCHOOL PROSPECTUS (15)

We don't go for a prospectus along the English style. We go for a handbook which is the Scottish way of doing it. This year it's been totally re-done; it's been totally computerised with lovely photographs of kids in it. I've not seen it yet but what I try to do is write it in parent friendly language. Unfortunately, Strathclyde friendly language has got to be put in. There's things that we must put in in their wording, so that's what I put in in inverted commas, in italics, so that parents know this is the bit that you can ignore and the real stuff is underneath. It's been praised by other people because it's quite comprehensive and it shows what we want to get from the school.

(16)

Q.9: SCHOOL ORGANISATION (17)

Totally comprehensive but one or two wee changes around the edges in first and second year. Modern languages, the kids do either French or German. We choose and give the parents the option to change our choice. If they're doing well at their first language, when they go into second year they're given the chance to change from French for example to French and German, a chance at their second language. If they're not doing as well then they carry on with their main language and the only chance of a single language. That means in third year, the able kids at languages do both languages if they want and the less able stick to their first language. Up until last year we offered more able children the chance to do Latin in second and third and fourth year. That has now stopped because the Classics teacher has retired and has not been replaced. In English and in Maths the timetable is such that one period a week the class is reduced to half size and the other half goes to the library. For that half size class that's streamed so that the better half stay together and in Maths they do some work in Algebra and the other half of the year, it's the poorer half, and they do some work on basic numerical skills and similar things in the English. So that's a type of streaming but it's very much for a small part of the week. First year it's English, second year it's Maths. It's the same

arrangement with the library. Every other subject is totally comprehensive and Learning Support with no withdrawal at all. Some co-op teaching learning support goes into classes so the classes are all mixed ability first and second year. Once they're into third year for S.G., English and Maths do some sort of stream / broad banding into Credit / General and General / Foundation. Most other subjects have a single class on at a time so there tend to be a wide range of kids right from Credit down to Foundation in most classes which can be problems but the staff work quite well with them. They are streamed in a loose way; they do move up and down during S3 and at S4. Probably the end of S3 is when it starts to get a bit more fixed, when they stop moving. We do occasionally make changes to classes. It's just at random that some classes turn out with more discipline problems than others so we sometimes make changes to spread out the disruptive kids to a variety of classes. We've also got a project going, the AALS project, Ayrborn Academy Learning Support. That brings in kids from either special schools or from other schools who have learning difficulties and the theory is that learning difficulties are causing behavioural problems and we've got one full-time member of staff devoted to this. So at the moment in first year we've got two who came from special school and one in second year from special school and one in fourth year came from another school. The maximum intake is six but they're totally integrated during class time into ordinary classes and all they get is a bit of extra support both in resources and in teaching. And also they have a haven at lunch time in the Learning support base because coming from special school, a very small school, it's quite useful for them to get somewhere they can be looked after / protected. (18)

Q.10: TIMETABLE CYCLE (19)

Most cases the year runs, it's a full year at a time but some subjects are blocked at first and second year; history, geography, RE, modern studies are blocked so they have four blocks in the year and drama is blocked with IT - they do some keyboarding and word processing in first year and second year and it's blocked against drama. It's a five day cycle, it's a normal week. The staff wouldn't understand anything more complicated - the pupils might but the staff wouldn't. The pupils would just start to bring all their books every day if their is a problem. It has problems of course because there are so many Monday holidays. If you have a class on the Monday only you can loose up to 20% of the time, so it's quite significant but we haven't done anything to change that. (20)

Q.11: AVERAGE CLASS TIME (21)

Every period is 53 minutes. Third and fourth year every class is three periods and in fifth and sixth year every class is five periods apart from English and Maths that get an extra one period at the moment. PE in third and fourth year; it's two periods third year, one period fourth year and the senior school is by negotiation one, two or three periods depending how much time they've got available. Two periods first year and two periods second year. Most subjects fit in to roughly three periods if you sort of do a model thing, like social subjects is three periods and art is three periods and so on. So it's quite variable but there's still a large number of classes for each pupil in first and second year. (22)

Q.12: NUMBER OF TEACHING STAFF (23)

Sixty five individuals, 62.4 FTE. (24)

Q.13: NUMBER OF PUPILS IN EACH YEAR (25)

We have a very small first year this year; it's 135, no sorry it's up to 140 now. Second and third year are about 160, fourth year is about 175, fifth and sixth year together is round about 203. So on average the fifth and sixth year works out together roughly 1.2 times a year group combined and this has been a growing thing over the years and the numbers in fifth and sixth year have been increasing. (26)

Q.14: NUMBER OF PUPILS DOING STANDARD GRADE / HIGHER GRADE (27)

Everyone. Everyone does 8 S.G.s at the moment. At Higher Grade the majority of kids do two, three or four Highers. A minority do five. A minority do one and a minority do no Highers at all, they do modular work in fifth year usually aiming towards some Highers in sixth year, bridging modules in English or Maths or other subjects aiming towards Highers in sixth year. So the total number is quite variable and it's hard to put an actual figure on it but the results at S.G. are just above national average and at Higher Grade are slightly further up the league table than that. (28)

IS THERE AN OPPORTUNITY FOR S5 / S6 PUPILS TO DO S.G.S? (29)

No. Only modules. Do some short courses in third and fourth year, either SCVOTVEC ones in the Personal and Social Development area or SEB's got short courses in RE and then in Higher they go on to either modules and again there's one or two short courses we do at that stage as well; mainly RE and I think some technical as well. (30)

Q.15: PUPIL SUBJECT CHOICE (31)

Two main stages is end of second and end of fourth year. End of second year we currently run a totally free choice as long as they chose one subject from each mode and we make arrangements to structure the timetable to fit their subject choice. That may have to change because the next years third year is the first group that's going to go through Higher Still and we're perhaps going to have to amend the third year curriculum to suit what's going to become Higher Still in the future. We still, at the moment, stick strictly to the SCCC guidelines about modes but I think we may be moving away from that in years to come we'll have to adjust that to allow more freedom of choice for the young people. They all do, of course, English and Maths, a modern language, a science and a social subject, something from technology and something from creative and aesthetic. So, if they do one of these they're left with one choice, one free choice at the end, which takes in things like PE Studies, accounting and one or two odd subjects that don't fit into any other column, but we may be moving towards something more like creative / craft column into which we'd put things like PE Studies and home economics rather than elsewhere to provide a bit more freedom both for ourselves and for the kids. (32)

Q.16: BACKGROUND OF PUPILS (33)

We turn out to be lower than we expect we should be for free lunches because a lot of kids, or a lot of parents, apply for clothing grants but don't apply for lunches at the same time because to have free school lunches from our social catchment area means the kids are seen to have free school lunches therefore they don't want them to have free school lunches or they want the kids to go home at lunchtime. So the lunches are lower than the clothing grants and the clothing grants are running around 25% just now but the lunches are 18 / 19%. So they should be very similar but they're not. It has increased for two reasons. One that there is more deprivation and two that we are pushing it harder and harder. We keep sending out letters inviting parents to apply. There still is this feeling that there's something wrong if you have clothing grants or free school lunches especially from the more middle class areas where if a father is suddenly made redundant and the mother's not working then they are due a clothing grant but they don't apply for it but we've got guidance staff doing their best. (34)

Q.17: DEVIANT CHARACTERISTICS (35)

Pupil attendance is pretty good on the whole. This year's been poorer than last. Our success is at getting the better attenders and the average attenders to increase their attendance. We've been very successful there. We do this by system of certificates awarded at the end of the year; gold, silver, bronze and roughly 60% of the kids in the school get one of these and it's a way of encouraging

them to continue their good attendance. We're less successful at the total non attenders because they're not going to get a certificate anyway so if they're non-attenders we've got to use more sort of punitive strategies like guidance staff phoning up and so on. One of the problems we have is we import kids from other schools in Glasgow, some of who come to us because they're poor attenders and they come here and they're worse attenders because it's further away. We've got one girl in fourth year just now, attended for a week in June and we haven't seen her since. So she goes down in our record as an absence. We've got one from Whitewash attended for two days and has disappeared to Blackpool apparently but still appears on our roll. They're both in fourth year so two out of, say, 200 you've got an extra one percent absence from these the whole way through the year which makes a big difference to your statistics. (36)

Q.18: CAREER OPPORTUNITIES (37)

Career opportunities are very limited in the locality. Most people go to Glasgow or Courtway or to Farrow if they're going to work. There are jobs for the less able in shops and things like that; building trade takes a few. Anyone with high aspirations has really got to go further afield. And if you just watch the buses in the morning they're full of our kids heading for Glasgow or wherever else. The town itself has very little industry and what it's got is pretty ropey and does not employ a lot of new staff. (38)

TRANSCRIPT NAME: BUSHMAN

Bushburn School, Dunbarton Division

8th November, 1995

Open-ended interview re: Management structure of the school and PE

Headteacher : Own office

Q.1: WHAT IS THE MANAGERIAL STRUCTURE OF THE SCHOOL? (1)

Basically the school is run by a group called the Board of Management or otherwise known as the senior management team; that's myself, my Depute and three assistant heads. What we have are weekly meetings where we discuss whatever's been happening. Each of us links with subject departments and anything that happens there we bring to the BoM. The other major forum is what we call the Advisory Committee and that's everyone with a responsibility for a subject. It could be a PT or an APT or even the school librarian; they attend and any curricular initiatives or subject problems are discussed at that meeting and their recommendations come to the BoM. Any subject can also bring in their recommendations via the minutes to the BoM so the BoM is a clearing house if you like of all the things / suggestions coming forward. We've also trained the staff not to be shy to come forward and they're not. We do run an open door policy. People just walk in and out of offices and we've trained them to tell us what they really think and it is quite successful. (2)

Q.2: HOW IS CURRICULUM DEVELOPMENT HANDLED IN THE SCHOOL? (3)

Curriculum development is done in a variety of ways. We have curriculum development days which staff bid for, the head of department bids for them, and that's when we bring in a cover teacher for a day or a half day and the teacher goes away into a corner and does work on some approved piece of work which relates to the school development plan. It's proved very popular. We've allotted sixty days so far from our absences to cover a budget of 250 days and they'll be a lot more days after Christmas so I reckon probably in the year we'll be giving a hundred days towards this. A hundred days at a £100 per day is quite a lot of money going towards this area. Lots of the other stuff is done just by teachers working in their free time or in PAT and so on but there is an awful lot of development going on most of it related to the school development plan and so most of the work at the moment is not long term work but it's in preparing units on, differentiated units is our main target at the moment so people are hiding away in corners and working out new units with differentiating for the less able and the more able. In addition we've got money that we can throw at these, money's held by AHTs, one holds the 5-14 area, one holds 14-16, one holds 16+. So if someone's got a wee wheeze that they'd like to do but they don't have any money for it they can ask these people for money and they get the money and it overcomes the problems. And in addition they can ask me for money by bidding during the course of the year for money for curriculum development. (4)

Q.3: HOW DO YOU VIEW THE PLACE OF PE WITHIN THE GENERAL CURRICULUM? (5)

It's very successful in first and second year for all kids. It's successful in third and fourth year for the majority of kids but there's a group develops in third and fourth year, mainly girls, who have decided PE is not for them and they place a lot of strain on the PE department, in terms of discipline as far as they're concerned and in the rest of the school because they're unwilling to take part and they cause problems. The PE Studies has worked very well. It's a very attractive course. Unlike some schools, we allow any child that wants to do PE Studies to do it. It's not a dumping ground for the less able so we get some quite good ability kids taking it. Fifth and sixth year we've gone down

the line of volunteers and wherever possible we do it via modules in as many games as possible but if people want to take part in PE and don't want to do a module then we don't really coax them into it. They can set up their own agenda and their own programme for PE We don't do PE Studies Higher and the department haven't argued for it and I don't think we'd have the numbers for it and the way we deliver that is by kids going to other schools, bigger schools. It may come in future but I don't think we'll be offering a lot at actual Higher; obviously Higher Still will be more available at Credit or General level. (6)

Q.4: WHAT CONSTRAINTS DO YOU SEE OPERATING FOR PE AS A SCHOOL SUBJECT IN THE CONTEXT OF YOUR SCHOOL? (7)

I think I probably mentioned most of the constraints in the earlier part but we've got extra constraints in terms of accommodation, in that we don't have a games hall, our outdoor facilities are very limited because of weather problems - we're not in the driest part of Scotland or the nicest part of Scotland in the winter time so we're restricted by that. In summer term if you've got four classes on at the same time they can't all do athletics at exactly the same time. During exam time, which is quite a large part of the year, December, January, and April, May, June, then the hall is being used for exams so it can't be used for PE There are quite a lot of restrictions in terms of accommodation.

(8)

Q.5: HAS ANY OF YOUR OWN HISTORY / EXPERIENCE WITH PE, PERHAPS AS A PUPIL, SHAPED YOUR PERSPECTIVE ON PE AND THE WAY YOU FEEL ABOUT IT? (9)

Not at all because I was a continual 'dogger' of PE when I was at school but it doesn't stand in the way of my feelings about PE Our system, this is going back many years, but our system, it was at Whitewash, where PE was designed to provide rugby players on a Saturday morning and that's all it was. So you all turned up in a field and the team of fifteen was picked, a fifteen a-side, and those that were left just stood about and blethered and that was my experience of PE So hopefully we have moved on from these days and I do, I think PE is very valuable in teaching skills. I think that's what's it for at first and second year. Skills that kids can use in leisure in future years and I lack these skills because I didn't do any PE (10)

Q.6: DO YOU FEEL PE IS VALUED IN LINE WITH OTHER SCHOOL SUBJECTS? (11)

To a certain extent. You still get the jokes about 'drillies' and so on but I think the fact that they're doing S.G. and modules has raised the status of the department. It's no longer a totally non-certificate and the kids enjoy it and if the kids enjoy it, it's passed on to the other staff. So it is. People don't feel that the PE staff are just wasting their time or lying about doing nothing but people will joke about it, that's the nature of things, they will make fun of the situation - pupils as well as teachers. It's got a reasonably high status, higher than it was in the past. (12)

Q.7: ARE YOU IN FAVOUR OF STANDARD GRADE PE AND HIGHER GRADE PE?

(13)

Standard Grade PE - yes. It's a very useful way run two sets. The problem being of course the numbers; we've more kids want to do it but we can't really afford to run three sets of twenty so what we do is we squeeze in an extra two or three and make them sets of 22 / 23 since PE is not a practical subject as far as the definition goes. Higher grade I don't think we will be running apart from some of the General / Credit ones. If the numbers grow yes but I don't think it's going to be popular enough. It seems to only cater for those who want to go into a leisure industry or PE as a teacher or whatever else rather than general. Because kids are only doing five Highers and universities demanding high results they see it as less important unless they want to do a leisure thing, so I don't think we'd ever get the numbers. (14)

Q.8: HAVE YOU BEEN APPROACHED TO OFFER HGPE IN YOUR SCHOOL? (15)

I haven't been approached to offer H.G. We've discussed it but we've never been pushed to do it. One pupil approached us last year but we eventually got her to another school so that solved that problem. (16)

Q.9: WOULD YOUR SCHOOL REQUIRE EXTRA EXPERTISE IF YOU WERE TO CONSIDER OFFERING HGPE? (17)

I don't think so. The staff we've got are fairly expert. We'd obviously try and acquire staff development / some training but we wouldn't need extra staffing or extra expertise. We could probably do it in staffing terms but we'd probably have to trim what we're doing for the rest of the sixth year; reduce the leisure ones which I think would be a bit of a retrograde step because it's quite popular and quite useful. (18)

Q.10: ARE THERE ANY PROBLEMS THAT NEED TO BE IDENTIFIED AND OVERCOME BEFORE THE SCHOOL CONTEXT IS FAVOURABLE TOWARDS TEACHING HGPE?

(19)

I think it is just as I've said with the number of periods. We're slightly affected because we've got a PE teacher who's a guidance principal so he loses a number of periods from PE and one is a senior teacher so out of the total PE staffing we lose eight periods for other subjects plus a wee bit of social education. If we had four teachers who were PE only we would certainly have enough periods to run H.G. without any problems, if we decide that was the best thing to go. We would probably need more accommodation though and better resources. (20)

Q.11: COULD YOU POSSIBLY GIVE ME DETAILS OF YOUR OWN EDUCATION? (21)

As a pupil I was at Whitewash, as I've already said. Went to Glasgow University / Jordanhill did Physics. Started of in Kingsley in Glasgow, Assistant teacher of Physics, after two years became a PT of physics in Cole High school, after 18 months became a PT of Physics in Border High School, after seven years I became Assistant H.T. in Bushburn, six years later became a deputy H.T. at King Edwards Secondary and five months later became H.T. at Bushburn and came back here and have been here since 1985. Variety of sizes of school, variety of types of school. I've seen PE very badly done in Cole, for example, it was even worse than Whitewash was. I mean these were many years ago, it's changed totally now. There there was an alcoholic teacher of PE who sent all the kids out into the field and then blew the whistle after 40 minutes to tell them to come back in again. That was PE and it really was appalling. But I think PE staff now have improved so much, the curriculum has improved. I think it's become a much more useful subject to have now in the curriculum.

(22)

TRANSCRIPT NAME: BUSHSTRU

Bushburn School, Dunbarton Division

1 November, 1995 (continued from Q.11 on Nov. 8)

Open-ended interview re: Structure and teaching of the PE programme

PT of PE : Own office

Q.1: NUMBER OF TEACHERS IN THE PE DEPARTMENT AND WHETHER THEY ARE FULL / PART-TIME, PROMOTED AND / OR JOB SHARE. (1)

In the school at the moment there is myself, Alasdair Curran, who is the principal teacher. I've been teaching 21 years; 6 years at Corley High where I did Maths and PE (I've got a dual qualification) and then I moved to Northbank High as Assistant PT of PE I was only there two years before I got the PT job here. I've been here since 1982, so that's 13 years. The rest of the department is made up of; Tony Milne, who is a PT of Guidance and he's been here since 1968. He's been teaching for 30 years now. We've got two girls that job share. Janet Watt who comes in Wednesday afternoon, Thursday and Friday. She's been here since 1973 and she only went job share about two years ago. She's got an adopted wee boy and when she got Andrew she move to part time, through her own choice. The other half of the job share is Rae Simpson who is a former pupil of this school. She started teaching, I think, 1982 and she was at Abronhill for a long time and she got more or less moved out of there. The job share came up here and it suits her fine; she's got three girls so it suits her fine. The job share came about when the previous Assistant PT decided she wanted to go job share. That was about 1990. It actually suits the PE Department quite well because it means you've got five members of staff instead of four.

The final teaching post is Brian Reagan, who is a Senior Teacher and Brian came here in 1990 from Bayview where he'd been since he'd started teaching. He's been teaching 20 years. So it's quite an experienced staff. (2)

IS THE JOB SHARE EQUIVALENT TO A FULL TIME POST? (3)

Yes (4)

YOU DON'T GAIN EXTRA TIME FROM HAVING THE JOB SHARE?(5)

No. It's also quite handy if anybody is off because the first choice; we can ask the other half first to come in which is quite nice as they know everything about it. Brian Reagan unfortunately has suffered quite badly with health and it's only in the last year he's really got himself back into the full swing of things. (6)

Q.2: HISTORY OF TEACHING STAFF (7)

Tony has got a primary qualification. He did his three years and then did the old one year you used to be able to do. Janet and Brian are both Diplomas. Rae is a B.Ed. (a Moray House B.Ed.). She would probably be one of the first ones through. And I'm a B.Ed as well. (8)

ARE YOU FROM A B.ED. BACKGROUND INITIALLY OR DID YOU UPGRADE YOUR DEGREE? (9)

I started the B.Ed course. I think I was the fourth year at Jordanhill that did that. It was the Glasgow University B.Ed. I did, it wasn't the one they do now - the CNNA one. The people who have got that qualification have another teaching subject, like Geoff Hudson at Ayrway has Geography and there's not that many of us about. The people who have got the degree you've got are just in PE (10)

HAS ANYONE DONE ANYTHING SINCE THAT AS FAR AS YOU ARE AWARE? FOR EXAMPLE, A MASTERS PROGRAMME OR OPEN UNIVERSITY? (11)

No. Brian was thinking about it but it just coincided with his family. He was the only one who I think really thought about doing that. (12)

Q.3: FACILITIES - ON / OFF SITE (13)

Basically we use everything at the school. So we've got this gym here that's a big gym because it's got a full size volleyball court so it's a 60 by 30, I think. It's the stage between an old type of gym and a games hall; so it's a good area. When I came here at first we used to have the old beams in here so we got them taken away and we've got corner units put in for the gymnastics and we've added in basketball boards; there was only the end ones and we got the ones round the side put in as well so we can now play cross court games. We've done a lot to this gym. (14)

The girls' gym is an old standard, old fashioned type of gym and we basically try and stay out of that as much as we can. We use that for a wee bit of fitness plus we do dance in there, the girls do dance in there. We've got the assembly hall; when I came here at first we didn't have the assembly hall so we got that added to our list of things. The problem is it's used a lot for other things. It's not a particularly good set up but it's a good area. It's a slightly lower ceiling than you might normally see. Again, we can use it for multi-function stuff; we've got Netball, Volleyball, Badminton that we do in there. (15)

So that's three indoor areas plus we've got a swimming pool. So it means that if it's wet outside there's an area for everybody which is good. We got the multi-gym put in two years ago so that was a big, big addition for us. That was £8000 to get that done up. So we've actually got five indoor areas when I think about that. So that's inside. (16)

Outside, we've got a grass area that was a football park which is a swamp so we tend to use that just in the summer for rugby and we don't use it very often. And we've got a red ash area which we use for football and hockey. (17)

WHEN YOU SAY 'GIRLS GYM' AND 'BOYS GYM' IS THAT JUST TO DISTINGUISH THE TWO AREAS? (18)

Yes. When I came at first that was the way it was. The old PT and Geoff worked here and he girls worked down there. There wasn't much collaboration to allow the girls to use the 'boys gym' and vice-versa. That was quite a painful transition. We do all the gymnastics up here. It used to be half the equipment down there and half the equipment up here which I thought was absolutely crazy. So they had some gymnastics equipment and the boys had some. So what we did was we brought it all up here and we've added to it over the years. (19)

DO YOU EVER TRAVEL OUTSIDE FOR THE USE OF ANY FACILITIES FOR THE PE CLASSES? (20)

Janet occasionally goes down the road to the local sports centre at the end of her block of indoor hockey for S.G. only because we don't have a big enough area here to do a full game. So she can do two, three and four a-side up here but when she goes down there she can do the full game. She tends to go down there only in fourth year and they'll go down twice in the first block and twice in the second block so they go down four times. And I think that's the only off-site we use. There is a new swimming pool down there but if we start to go down there they're going to ask us why are we going down there when we've got the facility at school so I don't see an advantage in doing that. (21)

DO YOU HAVE TO PAY FOR THE USE OF THE HALL USED FOR INDOOR HOCKEY?
(22)

We don't pay. We get it at a nominal rate or we get it for nothing. We have an arrangement with them. We have quite a good rapport with them. We used to go to Bearsden for skiing years ago but

it's fraught with difficulty because you've got travelling and hiring. It's a bit of a nightmare.

(23)

SO YOU DON'T FEEL YOU'RE PE PROGRAMME STRUGGLES WITH THE FACILITIES YOU HAVE? (24)

Sometimes schools loose out with a games hall if they've got a games hall and that's it. They tend not to have a lot of other things. I think nowadays you need multi-purpose rooms. You've got to be adaptable and go with the flow and change what you can. We've done well; we've changed a lot. You don't think you've done a lot until you reflect. We've moved on; we really have. (25)

Q.4: PARENTS' INTEREST IN SPEAKING TO THE STAFF. ARE PARENTS ASKING TO SEE YOU ON PARENTS EVENINGS? IS THERE MORE PARENT INTEREST NOW THAT THERE IS S.G.P.E.? (26)

It's a difficult one that because I think we always had a reasonable parental interest here. I think there has probably been an increase in interest in PE because it has been certificated. Certainly, parents' nights for S.G. we'll get quite a few of them coming to see you. The most parents we'll see is in second year when it comes to option time. I tend to ask for a parental interview if they're deciding or thinking of doing PE Studies. I think it's only fair the parents talk to us. We try and sell it on the grounds of at Higher Grade most of them will do four Highers; maybe one or two will do five. Now they can do seven to eight S.G.s. So what is the point of doing eight academic ones when eventually you're only going to pick five at the most anyway. It's an argument that works well for us. We get a lot of good kids whereas I know some schools don't; some schools tend to get the dross at S.G. Here pupils can do six or seven academic ones, I don't mean to degrade PE studies, but it is a less academic option than some of the other ones. So we sell on those grounds. It's a more relaxing environment They can enjoy the physical side of it with the 50% input that that has. (27)

IS THERE AN UNDERLYING CONCERN FROM PARENTS WHEN THEY COME TO SEE YOU? IS THERE A QUESTION THEY ALWAYS ASK? (28)

Some of them are concerned that doing PE studies will restrict their choice. Our argument is that by the time you get to your sixth or seventh S.G. you should have picked your main ones anyway. There shouldn't be a problem. If the choice comes down to, as it often does, say the expressive arts - art, drama, music, PE - why should they not come to us if they're good at that and enjoy that. In fact in this school they get quite a good crack at the whip. They can, I think, if I remember correctly, expressive arts and PE studies. (29)

ARE PARENTS UNKNOWLEDGABLE ABOUT WHAT IS HAPPENING IN SCHOOL PE?

(30)

You tend not to get the ones coming to see you who are like that and I think that would be true for every subject. The ones that you see tend to be the ones that are interested so therefore they know a wee bit more. (31)

Q.5: AIMS / OBJECTIVES OF PE PROGRAMMES - DO THEY DIFFER FROM S1 THROUGH TO S6? (32)

(Teacher produces a copy of aims and objectives for S1/S2, S3/S4 and S5/S6.)

Our aims and objectives are put down on paper. They tend to be general aims and objectives, not specific to each year group. What we tried to do was get something that was realistic rather than putting something down on paper just for the sake of it. For example, if you look at volleyball. If you look at the aims there it's pretty basic stuff what we're trying to do. So in first and second year the aims of the course 'To develop a basic understanding of volleyball'. Now in third and fourth year you've got one as well, where it says 'To develop an understanding from the basic level covered in

S1 / S2. So what we've tried to do is run it on a wee bit from there. The problem for us is that in fourth year we only get one period a week. They get two periods up to third year and then they only get one and then they move into fifth and sixth year where it is optional. So we see our PE basic programme the bulk of the work being done first to third year. In fourth year we continue the work we've done in first to third year but there is so many interruptions, you've got work experience, you've got prelims, that the programme doesn't run, I don't think as well, in terms of continuity. We tend to find we're playing more games there. We're rounding off what they've done first to third year. When they come into fifth and sixth year we've got the options with the modules. I don't want it to sound as if you're opting out, but fourth year is a different year for them. Problems with girls bringing kit fourth year is the killer. It's a bad year for many things. (33)

We got the option to get another period back for the fourth years about three or four years ago but we'd had so many problems when we had two periods a week that we decided we would just stick with the one and leave it the way it was. Even boys in fourth year. It's a really funny year. Boys that are very keen first to third year, fourth year they fall away a bit. We felt that with S.G. we had the kids who were interested had the three periods there anyway so we didn't feel so bad about leaving it out. It was a departmental meeting where we talked it through and the girls in particular were not keen to take an extra period back on because of the hassle they have. (34)

WHY DID YOU LOOSE THE PERIOD IN THE FIRST PLACE? (35)

It was when S.G. came in. Initially they had to do extra Maths and English. And then they got it all sorted out and we just felt it was better the way it was, to leave the programme the way it was, which some people might say you shouldn't have done but I've got to look at the whole staff and what they feel they wanted. (36)

We've got aims and objectives; it's far more detailed in first and second year mainly because as you move through to third and fourth year you tend to move towards a rounding off. (37)

The core programme aims and objectives are for pupils from S1 to S4 who aren't doing PE studies. Those doing PE studies have three periods on top of their core. They therefore do five periods in S3 and four periods in S4. So when we're selling it in second year we stress participation - not the level of ability because that really isn't important. Over the last three years we've got better at identifying kids in second year who we don't want. This is the first year we've been over-subscribed. We'd 48 for 40 places, which is good because that then gives you the option of leaving some out. In the past we've had to take one or two that maybe we wouldn't have liked. We've got some kids who are very poor in terms of their ability but they work really hard and I think it's great that you get kids like that. It shows that they are keen to enjoy even although they know they are not very good. That's one good thing about our staff here. That's an important part of our philosophy. It doesn't matter how good or bad you are. If they're not particularly talented it doesn't matter as long as they are prepared to work hard. And it bears itself out. We do an athletics club in the summer, Dave and I, on a Saturday morning and we get a lot of kids who will never ever take part in the County Sports but they like athletics and they come along. (38)

SO WITH S5 / S6 IS IT MORE A CASE OF RECREATION TIME? (39)

It's modules. The S5 / S6 programme was one that I wasn't happy with. When Brian Reagan came he asked for an area of responsibility so I said how do you fancy doing the S5 / S6 because I knew that he had been involved in modules at Bayview. When he came from Bayview he had done modules there. He was quite keen to introduce them here so I said well how do you fancy taking on the S5 / S6. He said yes and he's now got that area of responsibility and he does that. We've moved the programme - initially it was modules plus core and then we thought if the modules have gone so

well let's tie it down so we've tied down the fifth and sixth years so when they come they do modules. They come three times a week but they only do two periods of PE Another period they do a P.S.D. period. So it's helped the senior management as well; it's tied it down. So it's an eight column now. They come down, we've got something like a hundred fifth and sixth year, and the rest go to things like Enterprise, Home economics, Photography. It becomes more like a recreation thing. You get some kids who don't opt for PE at all. It's optional. There are kids who are doing four Highers say who will have a wee bit of free time who then can opt to do other things. This school has something, I don't know if a lot of schools do it, called Community service, where the kids if they've got free time in fifth year come to a department they would like to work in and say can we do community service and come and help. So we've got something like four, funnily enough it's all girls this year, who come to us two periods a week this year - it should really be one but I don't know how they've managed to wangle it. So they come in with us when we're working with, I tend to get them to come with first year, young kids, first and second year, so they're in helping and very often people like that want to go on and do something in PE or want to do something with kids - become teachers. That works quite well. (40)

SO THE CORE OF PUPILS IN S5 ARE AT PE FOR TWO PERIODS AND ATTEND PSD FOR ANOTHER PERIOD? (41)

It probably works out at about 50% of fifth and sixth year I would think. It wasn't optional when I came here at first. It was compulsory in fifth and sixth year and that was a nightmare. That was like the worst of fourth year extended. It was the Rector actually came up with why don't we move to an option for everything. I think actually the students' council had pushed for it. Kids were saying why do we have to do it in fifth and sixth year. At first I was against it and then I thought no that's right. Why should they have to because when they go out into University it's all about making choices so if you're trying to gear them for extra school education why should you not make it optional as well. (42)

SO WHEN YOU TEACH S5 / S6 IT'S TOWARDS MODULES - THERE'S NO RECREATION AS SUCH? (43)

Not now there's not. Although module levels 1 and 2 are pretty basic stuff. But that's worked well. I'm pleased with that part of the programme. It's come on. As I say it was an area we weren't doing very well in and it's definitely improved it. (44)

IS THE PROGRAMME QUITE SUITED FOR THE PUPILS YOU GET? (45)

They seem to enjoy it. We're getting more coming back each year. And the thing about it is they know that if they opt for something they've made the choice, they knows it's going to be for the whole year - we lay it on the line before they start - so if there's any hassle we say well you made the choice. (46)

HOW MANY MODULES WOULD YOU EXPECT THEM TO COMPLETE IN A YEAR? (47)

Two. Two half modules we basically do. The games and sports ones are mainly half modules. The choice this year is volleyball, basketball, badminton, fitness and aquatics and within aquatics Ian offers two modules - personal survival and there's something else; I can't remember the other one. So there's a fair range. There should be something for everybody. (48)

We're having problems with the sixth year because we've got so many fifth years coming back. We're restricted with numbers with the modules. We're not doing so well with them. And we're looking at that programme. We're trying to look at ways of incorporating more sixth years but we're struggling because of restrictions in the timetable. So it's maybe wrong for me to say it's fifth and

sixth year. It tends to be mainly fifth year. We some times cater for small numbers, for example, there's a wee group of sixth year girls come in one period and work in the multi-gym. There's a small group of sixth year boys come and go outside for a game of football. Basically they work on their own with a member of staff just checking they're ok. (49)

Q.6: PUPIL EFFECTS RESULTING FROM PARTICIPATION IN PE (50)

You very often, especially among younger boys, they can be very good with us but not particularly great in other areas. For example, if they've got short concentration spans they can be a nightmare in a class but with us they're not too bad because they can run about and jump about and basically just keep on the move. You very often find there's quite a disparity between pupils behaviour elsewhere and pupils behaviour here. (51)

I did a thing on learning support for Hudson Scott and it was to do with pupils with learning problems - this was years ago before it became fashionable and that was one of the things we highlighted. Very often kids that have good motor skills don't have particularly good skills elsewhere. (52)

Q.7: NUMBER OF PERIODS / HOURS OF PE FOR EACH YEAR (53)

Q.8: AVERAGE CLASS TIME (54)

53 minute periods. (55)

Q.9: LIST OF ACTIVITIES COVERED FROM S1-S6 - COMPULSORY AND OPTIONS (56)

You've got a list of activities there (in the aims and objectives documentation). I've put a lot of it up on the walls it just keeps you right. There's the blocks, so that's what they do. We decided that third and fourth year was blocked together at one time but because of this fourth year time table, the third year was better to be blocked on its own. So that's happened in the last two years, we've changed to a separate third and fourth year thing. The blocks in fourth year tend to be shorter - they're four weeks whereas everything else is six weeks. And again that was just because of the way their timetable is. So we've had to respond to changes in the timetable. That programme has stayed pretty much the same since I came for first and second year. We've changed one or two wee bits and pieces. When I came here at first they did an awful lot of cross-country running and I think that's just a cop-out. I mean I like cross-country running and I think it's a valuable thing but in terms of a teaching thing it's a cop-out so we've cut down dramatically in the amount of stuff we do. We still enter Division championships, we still have an inter-house cross-country thing so there's still the opportunity for people who are good at that to participate in that. Again, you've really got to look at your own department, your own kids, what's going well, what's not going well and balance up your own views with their views. You have to make changes. We try and respond to pupil views. We've done this in fifth and sixth year and fourth year before we've said what would you like. Getting the balance can be difficult. As I've said, especially in fifth and sixth year we used to say right what do you want to do for the next three or four weeks and then we'll go on to something else. I want to do this, I want to do that. It just became a nightmare so what we do now is lay down parameters and we'll say we'll do that, that and that and that works reasonably well. The good thing is there should be something for everybody - there's team games, there's individual sports, we've got the pool.

(57)

Q.10: EXTRA-CURRICULA (58)

Extra-curricula died of death in 1985 in Industrial Action and then it picked up very, very slowly since about 1990. I've got an under-18 football team and I'm involved in the county football team. There's six of us take the county football teams. We run under 13, 14 15 and 18 county teams. I'm

the only one in the school doing football whereas when I was at Whitewash High there was maybe three or four people doing it. I do a lot of skiing, I'm an SPL. We do a lot of skiing in the school so every year we go abroad. We're going to Italy in February. We've got a weekend trip in April which we go every year and we used to run two but the numbers have started to slightly dwindle because of the cost so we do one weekend and we run an FPs weekend - it's been running for eleven years - it's great - it's good fun. And then in the summer Tony and I run this athletic club. Brian Reagan does some rugby. He takes kids over to Westway and gets them involved over there. So we've got a relationship with them. They go over on a Sunday and they train with Westway and they join Westway rugby club. There's a badminton club in the school. Quite a strong going badminton club. We've only got 50 minutes for lunch so it's a nightmare to do it. There is quite a strong inter-house thing and Brian Reagan is in charge of that. It use to be very strong and then it dwindled away but it's coming back. That's done at lunchtime. I was out at lunchtime yesterday, he's out at lunchtime today. (59)

IS THE EXTRA-CURRICULA ACTIVITIES YOU OFFER FOR EVERYONE REGARDLESS OF THEIR ABILITY? (60)

The badminton starts of, the club actually runs for anyone who's interested and then they get the opportunity to compete against other schools if they reach a level but we've got some good players here. There's a good standard. And the rugby, we offered it to everybody initially and then Westway have taken the better boys to play for the team. But if they're interested and go along they will get a game and that's their philosophy. (61)

DOES THE EXTRA-CURRICULA YOU OFFER VARY FROM TERM TO TERM? (62)

Well I do football terms one and two up to Easter and then the summer do athletics and then the skiing comes on from Christmas on. Badminton is right through to Easter. The rugby stops at Easter. Brian Taylor does some golf, not a lot of golf but we're involved in competitions in it. Again, that's just done with boys who are at a high level. Get taken off and get the opportunity to go and play. We try to encourage it . We entered the local swimming gala, the Whitewash district swimming gala for the first time in a long time. Again it's only because we've got club swimmers. But it's to give them the opportunity to compete. We try and encourage kids if they're good to go along. The gymnastics club down the road, we've got Scottish internationalists in the school. And we did a gym and dance display last year and again we did some lunch time practices and then we got them to do some of their stuff. So it was an amalgamation. (63)

WHAT OTHER OUTSIDE OPPORTUNITIES ARE THERE, LOCALLY, FOR PUPILS ALONG THE LINES OF PHYSICAL ACTIVITY? (64)

There's a lot of football clubs and there is quite a few kids do horse riding around here. You've got a farming community; it surprises you. The swimming pool just opened so I'm hoping that that will encourage the swim side of it.(65)

Q.11: STAFF MEETINGS - FREQUENCY, AGENDAS (66)

In terms of the PE Department the staff meeting is every Wednesday. It's the change over for the job share girls. Initially we had the staff meeting early in the week which meant that only one of the job shares could do it. We've now changed the timetable and the job sharers now can both come to the Departmental meeting and it also gives them a chance to talk which we didn't have before which is nice. To compensate that Rae gets first period on a Wednesday of; she doesn't come in till 10 o'clock today because she should finish at twelve so to give her the time for the staff meeting she gets the period of. We meet on a weekly bases and we do meet every week. Some weeks we're only there for five or ten minutes. Some weeks it's very long. It just depends on the time of year. I usually

try and prepare a rough agenda but I don't give it out because I found it was counter-productive. It wasn't really useful to staff but we do keep minutes and the minutes are typed up. A copy goes to the Headteacher and a copy goes to our link A.H.T. I lead the meeting, I set the agenda and if there's any A.O.B.s people come in and chip in their tuppence worth if anything comes up. It goes quite well and we're fairly informal and there's never anything too controversial. (67)

General staff meetings in the school are very infrequent. Basically Heads of departments meet once a term normally. Again it was found to be counter-productive, people didn't say a lot whereas anything that comes up is far better done through your own staff meeting. Anything that is raised at a staff meeting gets picked up at the Board of Management meeting. They must discuss something. If a department puts something in they must discuss it. You get the minutes from them as well and you see what's going on. The Board of Management is the senior management; the AHT, the Boss and the Depute. Occasionally they invite a principal teacher on. They used to always have a principal teacher on but the timetable's getting so tight it's getting hard to timetable it. So if someone's available they'll bring them on and they'll rotate that. (68)

Q.12: INDIVIDUAL STAFF ROLES - LOWER SCHOOL, EXTRA-CURRICULA (69)

When Brian Reagan came here five years ago he asked if he could have a remit. Up to that stage the rest of the department really had no official input in terms of an area of responsibility. Ian asked for an area of responsibility so he does the fifth and sixth year so he's in charge of the programme for that and he basically instigated the modules and has developed our fifth and sixth year programme which is in quite good shape as I said to you before. The two girls basically come in and do their own thing and Tony is a principal teacher of guidance so his time is very restricted with us anyway so his input to PE has diminished quite a wee bit since I started, as guidance has taken on a more important aspect in the school. (70)

Q.: 13. FACTORS THAT INFLUENCE WORK AS A PE TEACHER (71)

Your work is influenced by the timetable. Your work is also influenced by your physical constraints - the building, what areas you have. For example, in Westway they've got very few indoor areas - don't have a swimming pool - so their programme would be constrained by that. Ours is reasonably good in the sense that we have very few constraints. We've got our own swimming pool, we've got four indoor areas, we've got an outdoor area so we can basically offer almost what we like. I don't think there's anything that we don't offer that I would like to offer. I don't think there are too many factors that constrain us.

We've got a very laid back Headteacher. He's very approachable. When you go with a suggestion he'll say "Aye, give it a go". Very, very few times has he ever said no to me. So if we're going to try something, he'll back you. So you know that the Board of management are basically on your side which is nice. They'll try and support you. The only thing probably from his point of view, I don't know whether it's kudos for us to do H.G.P.E. or not, we've got very good grades at S.G. and once or twice he's dropped hints but he's asked what the state of play is at Higher level. But we've always argued that we offer far more with our programme in fifth year than we could in Higher PE and that's always been the thrust of our argument. We're catering for nearly a hundred whereas if we did Higher PE we'd be catering for twenty and we would have terrible problems with the timetable anyway - I know that. Columns in fifth and sixth year are a nightmare. He's reasonably happy at the moment. How long that'll last I don't know. (72)

Q.14: TEACHER CHARACTERISTICS (73)

I think everybody brings their own individual style. I'm a pretty outgoing person. Tony's quite shy at times but he's good with the kids. He gets in about them. Brian's pretty much the same. He's not

maybe as over the top at times as I am. I get a wee bit hyper at times but he's fairly stable. Janet is very quiet. She likes things in a more traditional way and Rae is very good. I don't think any of them have any major problems with classes. Sometimes S.G. classes can be hard going for the girls. Some of the third and fourth year boys try it on at times but I always try and back them up and nip it in the bud. If they come to me with a problem I'll go and deal with it there and then. I think if you do that they see that I'm going to support them and the kids see that they're not going to get away with anything. We don't have many major problems with discipline. (74)

We've got more or less the same timetable year in year out. The only areas of choice in terms of me dishing out classes is S.G. and that's dictated by the subject content, not the personality. Everybody chips in. Everybody's got their own area they work in. (75)

TRANSCRIPT NAME: BUSHHGPE

Bushburn School, Dunbarton Division

8th November, 1995

Open-ended interview re: Questions specific to H.G.P.E.

PT of PE: Own office

Q.1: FOR WHAT REASONS DOES THE SCHOOL NOT TEACH H.G.P.E.? (1)

When the topic came up for H.G. a couple of years ago we at that time had developed a modular programme in S5 / S6 from basically nothing to fairly comprehensive and well structured course. Brian Reagan had come in in 1990, and as I said earlier, he's taken on the remit of S5 / S6. At that time our S5 / 6 programme was pretty much recreational; the kids came and opted and we tended to work in blocks, six to eight weeks and then they rotated onto something else. It was alright, it was reasonably popular but I didn't feel that we were moving forward. I felt we were marking time and we really need a change of emphasis and then Ian came in and offered the modules. The first couple of years it was a very gradual change from the recreation approach to the modular approach. We began to get tied down a wee bit by PSD, PSD was tied down with PE in the same column, which meant that they were coming to us for two periods and going to PSD the other period which was fine, it still meant they had their two periods of PE It then meant we had to structure the sections much more rigorously, so at that time we then decided well the modules are going well why don't we go for a fully modular approach and it also tied in with virtually going from a fifth and sixth year split to a fifth year only split because PSD is basically just done in fifth year. So we then did that and that's now been going two years and we've fined tuned it and we're now offering something like five or six different modules. It's a good course. It works well. H.G.P.E. came out and was initially met with quite a lot of, I don't know if hesitation is the right word, but there was a lot of hedging of bets. There was the usual mad rush for one or two schools to go in a do it. There was a lot of people sat back and had a wee think about it. Initially we didn't even think about it. We just felt what we were offering was better in terms of what we could do. We then had a serious look at the timetable and it became apparent that for us to do PE it would only be one person or two people at the most who would do it. Now we're really restricted because I think the maximum free time any one teacher has is plus 2 which means there's only two periods available for them to do something else. Now that doesn't lend itself to a good argument for Higher PE so therefore if we were doing Higher PE it would have to be instead of the columns as they stand at the moment. So that then led us to the next dilemma - Do we then ditch what we're doing and go to higher PE or do we stick with what we're doing? So it came about as a kind of timetabling argument first of all and then it came round to the crux of the matter. What did we feel and we had a fairly good departmental meeting. My own personal view is, I've always believed that, if you're doing something your whole staff should be involved. I still believe that and Higher PE doesn't lend itself to that at the moment in its present format, it might do in the future when it becomes modular. So we decided that our fifth and sixth year programme, our fifth year programme, was better suited as it was sticking to the modular approach and not bothering with Higher PE We're catering for nearly 100 kids and that would basically be one section of Higher PE which would be about 20 kids. We've got the option of going to Dave Quinn's school at Ayrbag and we've got two kids this year and two kids went last year and they both got their Higher last year. So we've got the options. Geoff Hudson over at Ayrway has also said if we want to send one or two. So we can cater for kids to do it in sixth year and going by what

other people have told me it seems to me that it's a better option for sixth year kids because of the writing part of it. So that was the reasons why we decide not to go for Higher PE (2)

IS IT ONLY SIXTH YEAR PUPILS YOU SEND TO ANOTHER SCHOOL TO DO H.G.P.E.? (3)

Only send sixth year pupils because they have to fit in with the Ayrbag timetable and they've got less subjects in sixth year so it means it's easier to structure that. (4)

CAN I ASK WHAT THE CONSENSUS OF FEELING WAS AT THE DEPARTMENT MEETING YOU HELD TO DISCUSS THE TOPIC OF H.G.P.E.? (5)

They all felt the same as me. At S.G. it really is a team effort. If somebody doesn't do well it's not because of one person. It's either because they haven't been listening or five people haven't been doing their job which I don't accept. I think the feeling was probably as it was when S.G. first came in. PE teachers are quite conservative in many ways, well a lot of them are, and there was a kind of "What does it involve?" I couldn't say there was any great enthusiasm for it partly because our fifth and sixth year programme's going well; probably partly, if I was being honest, because people are always that wee bit susceptible to change, a wee bit wary of it. But nobody was really saying no. Everybody was saying "Well, what does it involve". When we explained what it involved we felt we were better sticking to what we were doing. (6)

WHEN DID THE SCHOOL FIRST TEACH S.G.P.E.? (7)

We came in the second year of presentation. The Boss asked me would we start the first year it was coming in. At that time we were doing a school based course and we were moving towards S.G. but I felt we could do with another year. He was a wee bit hesitant but I finally persuaded him we would definitely go in the next year and we'd be better served by doing that and he went with that and he was quite happy to do that. The first year was horrendous. We had two sections of 24 and at that time the Knowledge and Understanding paper was nine questions and it's now six and that part of the course was just torture. We had three of us doing it, just that one thing. Torture. (8)

YOU ONLY HAD A YEAR OFFSET BEFORE YOU OFFERED S.G. WHY HAVE YOU HAD A SIGNIFICANTLY LONGER OFFSET WITH H.G.P.E.? (9)

I think it was the numbers. It was the whole set up of it. In S.G. right from the start it was going to be a team thing and that's been quite high in my priority and it meant we were going to get, the way the timetable was structured at that time we had a reasonable amount of free time in our timetable which meant it was easy to slot people in and it still is easy to do that but the timetable's become tighter because Tony, being Principal guidance, has a much smaller allocation in PE If he was like the rest of us, just an ordinary teacher, he would maybe have another three or four periods available. We're at a critical stage with the timetable. It's the balance between having enough free time and not having enough. That's the reasons why. One, it was the numbers of teachers that were involved, the number of kids that were involved, it didn't change what they did. They still got their core PE and this was on top of it whereas if we do Higher PE they won't get their core PE because we won't have the time to do it. So there is a subtle difference and it's not really us saying no. (10)

Q.2: WHAT IMPORTANCE DOES EACH OF THE FOLLOWING FACTORS CARRY IN THIS DECISION: (11)

TEACHERS: (12)

There was one or two people who asked if we were going to be doing it in the school, people who I'm friendly with, and again I gave them the arguments why we weren't doing it and they were reasonably happy. I think most people, if you come up with a reasonable explanation, are going to accept it. Whether they agree with it or not is another question. (13)

This team thing is a big thing, you'll hear me going on about that but it really is, because if you go and say I'm going to do Higher PE, me, and the rest are saying What's he doing? That does happen in schools and I know that. And I know from talking to other teachers. It's the nature of the beast. I think it's a difficult thing to delegate the way it's structured just now. Once Higher Still comes in, when it becomes more modular, it might be easier to divert it. Kudos is a big thing. Drillies in general have never been involved in that. There's this great thing that all of a sudden we're certificated and that's supposed to make us better teachers which isn't necessarily true. You've got to watch you're doing it for the right reasons. (14)

RESOURCES: (15)

It wasn't really a major stumbling block. Obviously you're a bit apprehensive if you don't have content but content would've been available and is available. I know talking to other people, the marking of investigations is causing a grave concern in PE circles. We're basically not English teachers. You're being asked to do skills which English teachers find difficult. So it worries me slightly what goes on in the exam board - who actually marks?, how they're marking?, are they good markers?, are they bad markers? Knowing from my own experiences at S.G. it can be very difficult when you're given a phrase which if you took it one way would answer the question but if you stressed a different word within the pupils response it may take you away completely from it. If you take that to a Higher level; I've heard people getting nothing for their investigations, nothing, that's frightening. That means either that the teacher has mis-read the question or hasn't understood the question and has mis-informed the pupil because at the end of the day you're the person at Higher level who says well that's going along the right lines, that's not going along the right lines. So obviously there is some major, major flaw there. And there's been a lot of worry in PE circles about the initial PE results. They were very, very poor. And that doesn't instil you with a great deal of confidence to go and do it. Not that that's a reason for us not to do it but when you hear that....

(16)

The timetable side of it was always going to be very tight. If we had decided to go for Higher PE it would have been really, really difficult because we reckoned you would need four or five periods a week. Now we don't have anybody available for four or five periods. So therefore we would have had to take away, we would have to abandon, the fifth and sixth year timetable. There is no doubt about that. Now if we go to do Higher PE, the fifth and sixth year timetable as it is just now will not exist. We cannot do both. Physically we cannot do both. So we might be in a slightly different position from other schools. Some schools might have more free time in which it becomes a different argument then. (17)

PUPILS: (18)

It's always an argument. It's a difficult one. I don't know how many would go for it. There would be probably a bigger uptake that I might imagine. Whether we would want some who would decide to go for it to actually go for it is another question. Do you then say you have to get a 1 or 2 at Credit Level, are you going to take threes if they did well in the Knowledge and Understanding. The feedback again is that you really should take credit kids. We've got good Credit kids here and one or two have come up and said can I do Higher PE Whether that's for the sake of doing it or do they see it as an easy option, you'll find out when you ask the kids. The feedback is that it's not an easy option and the two that are doing it at Ayrbag are finding it quite hard going. They're not as intelligent as the two we sent last year. So it really doesn't lend me to think about doing it in fifth year and I'll not be sending anyone to Dave Quinn from fifth year. I've told him that. So if they come

to me in fifth year I'll say to them if you're interested come back and see me next year and if you're still interested I'll put you forward. (19)

TIME: (20)

(already covered in previous questions)

CONTENT: (21)

(already covered in previous questions)

STATUS OF PE: (22)

I think it's become a bit of a joke unfortunately. I don't think S.G. has because the kids are giving so much positive feedback to guidance teachers. We get a lot of guidance teachers saying "They love S.G." But higher PE hasn't quite done that yet. Whether that's because the actual subject itself, the Higher Grade PE, needs to be re-vamped, whether the structure of it needs to be re-vamped, whether other variables need to change, there's more of a "Higher PE? What are you doing? Tossing the beanbags higher? Using different coloured beanbags? It hasn't come across with other members of staff as well. As soon as they went to S.G. it was always going to be the natural question - "Why are you not doing Higher grade?"

Higher Art, higher Music and Higher Drama are now up and running so why shouldn't there be Higher PE? Why should pupils see it in the same light. Maybe they do. Maybe they think these subjects are crap as well. In our school, Higher Art in particular, gets a lot of kids, a lot of kids. Higher Music and Higher Drama are beginning to gain more kudos with parents as well. (23)

ASSISTANCE AND SUPPORT: (24)

The support was there in the sense that they wanted me to do it. I don't know if there was an awful lot other support going to materialise. For example, the timetable. When I went to speak to the Assistant H.T. about the timetable he was a bit kind of dubious about where the time would come from as well and we looked at offering it as a sixth year option and again it was going to cause major problems. I don't think we would have got an awful lot of assistance from the Boss. I don't know what he could actually do. He could put us on courses, he could give us slightly more money for photocopying and he would do that but apart from that you're more or less left on your own again. It's up to you. You're the Principal Teacher, it's your area of responsibility. You've to do it.

(25)

S.G.P.E.: (26)

We're very aware that kids doing S.G.P.E. a natural progression would be Higher PE That is the one flaw in our argument at the moment and we get quite a few parents asking us "Do you not do Higher PE?" I try and explain the situation to them. Whether they buy it or not I don't really know. They're slightly more appease when they hear that they can do it in sixth year. The option is there for them to do it. But a lot of the pupils who say "I'll definitely do it next year", when it comes to sixth year they don't actually do it. For what reasons I'm not too sure. That would be an interesting one; "You were interested in Higher PE in fifth year. What happened between fifth and sixth year to make you change your mind?" Did you hear from other schools? Have you thought of a career change?

(27)

The modules in fifth year certainly doesn't stretch them as much as it should do, unless you do levels three and four which are a nightmare. They're a nightmare to administer because you would have so very few people doing them so we tend to offer levels one and two. Level 1 is Mickey Mouse stuff really but it's quite enjoyable for the kids. Level 2 is a bit more stretching but still not that high a standard of practical performance. (28)

DO A LOT OF PUPILS DOING S.G.P.E. SAY TO YOU ABOUT H.G.P.E.? (29)

That's a good question. The first year they came out there was quite a few asked us. The next year not so many and this year there's been hardly any so whether the word has got out that we don't offer it, but you can do it in sixth year, I don't know. I suspect it has. And I suspect that there are one or two people, more than I would think as I've said to you, that probably would think about it but haven't said because they know the situation. (30)

DO YOU LET THE PUPILS KNOW THAT IT IS POSSIBLE TO DO H.G.P.E. IN A NEARBY SCHOOL? (31)

We haven't really said. It's not a subject we mention just because it's never been done. Maybe we should. We tend to just let go and if anybody's interested they come and ask us. Whether that's the best way or not I'm not really sure at the moment. Probably not. It's maybe something we should look at. (32)

Q.3: IS IT THE SCHOOL CONTEXT THAT IS NOT FAVOURABLE TOWARDS TEACHING H.G.P.E.? (33)

The context is only minor distractions / details. I think the main thrust has been what the staff felt and what I feel. (34)

Appendix 3.9:
Cover letter and letter of consent for NGT

6 March, 1996

Dear Parent / Guardian,

I am a Research student at the University of Glasgow and am studying the different factors that have affected Physical Education teachers to either offer or not offer Higher Grade Physical Education and to also investigate what has influenced pupils in choosing to take, or not to take, Physical education as a Higher subject.

I have completed my work with the teachers and am now looking to concentrate on the views of pupils. Your child has been randomly chosen to take part in a group interview, involving no more than nine pupils. It is hoped the group interview will discover why pupils chose not to take Higher Grade Physical Education. The procedure will take no longer than forty minutes and will be at a time suitable for the pupils to meet within the school day. Mrs. Brown, the Principal Teacher of Physical Education at Ayrborne, has been consulted regarding the group interview and will continue to be consulted throughout the process.

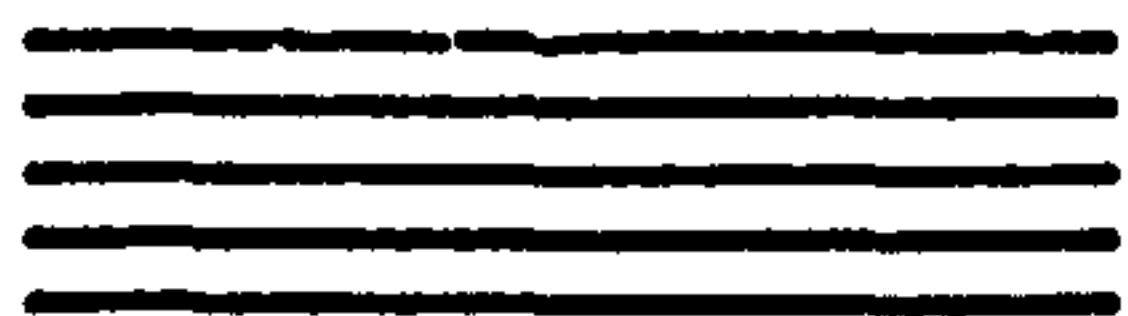
If you are unwilling to allow John to participate in the research study please complete and return the attached form.

If you require further information on what is entailed or have any queries, please do not hesitate to contact me at the address below. If you wish to phone, my direct line is 0141-330-5429.

Yours sincerely,

Ann MacPhail, B.Ed.
Graduate Assistant
Department of Physical Education & Sports Science
University of Glasgow

Department of Physical Education & Sports Science
64 Oakfield Avenue, Glasgow, G12 8LT
Phone No: 0141-330-5429 Fax No: 0141-330-5079



CONSENT FORM



FOR PERMISSION FOR A SCHOOL AGE CHILD TO PARTICIPATE IN A RESEARCH STUDY

To be completed by the child's parent or guardian.

Please read the following notes carefully before completing the form.

This form must be attached to a covering letter (which you may detach and keep), and should only be completed and returned **IF YOU ARE UNWILLING** to have your child participate in the research study described in the attached letter.

If you do not complete and return the form this will be taken as implying that you **WISH** your child to participate in the study.

ONLY COMPLETE AND RETURN THIS FORM IF YOU DO NOT WISH YOUR CHILD TO PARTICIPATE IN THE RESEARCH STUDY

PLEASE USE BLOCK CAPITALS

I, (INSERT YOUR NAME) _____,

BEING THE (INSERT YOUR RELATIONSHIP TO THE CHILD, E.G. MOTHER/FATHER/GUARDIAN) _____,

OF (INSERT CLASS OR FORM) _____

OF (INSERT NAME OF SCHOOL) _____

DO NOT GIVE PERMISSION FOR MY CHILD TO PARTICIPATE IN THE RESEARCH STUDY DESCRIBED IN THE LETTER ATTACHED.

SIGNATURE: _____

DATE: _____

Appendix 3.10:
Questionnaire for NGT pupils

Seven questions!

1. How old are you? _____

2. Are you male or female? _____

3. What year are you in? _____

4. What subjects are you studying this year?

Modules	Standard Grade	Higher Grade	SYS
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

5. If you are in sixth year, what subjects did you pass in fifth year?

Modules	Standard Grade	Higher Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. What **Standard Grade** subjects did you pass in fourth year?

7. Do you want to go to college or University when you leave school?

If yes, what do you want to study? _____

If no, do you hope to work as soon as you leave school? _____

What kind of work do you hope to do? _____

Appendix 3.11:
Results from NGT pilot study

Items listed in response to the question "Why did you choose to take Higher Grade Physical Education"?

Statement	Rankings received from pupils 5=highest priority 1=lowest priority
Enjoyed Standard Grade	2,1,1,5,5,3,3,3
Counts as a qualification	4,4,4,2,1,3,3
Interested in sport	2,2,2,2,1,3
Used to want to be a PE teacher	4,4,5,5,5
Did well in Standard Grade	2,1,1,4,5
Enjoy physical fitness	2,2,1,1,4
Wanted to learn more about PE	5,5,5,3
Thought it would be easier than the rest	4,5
At the time I was looking to pursue a career in the leisure business	4,4
Liked the sports in it	2
Didn't want to stop exercising	1

Appendix 3.12:
Pupil HGPE survey administered before undertaking
HGPE examination

AYRBORNE HIGH SCHOOL PHYSICAL EDUCATION DEPARTMENT

PUPIL QUESTIONNAIRE

HIGHER GRADE PE

Please answer the questions as honestly and as fully as you can.

1. What prior experience did you have before embarking upon your Higher course, e.g. SGPE / Core.

a) If you studied SGPE include your grade. _____

b) Do you think that the knowledge gained in your SG Course helped you in your HG course? Give reasons.

2.a) Have you enjoyed the higher Grade Course? _____

b) What activity did you enjoy the most? _____

3. What are your opinions on the practical work? How have you improved?

4. What are your opinions on the written work? Make reference to the Area of Analysis you found most difficult.

5. In your opinion did you feel that enough time was spent on Analysis of Performance?

6. In your opinion how much did the Investigation of Performance contribute to your understanding of Analysis of Performance?

7. Throughout your course you were issued with regular homework. Do you think this helped you?

8.a) During your course you were given the opportunity to attend supported study. Did you take this opportunity? YES / NO

b) If you answered yes to a) give your opinions on how you felt this helped you.

9. Is there a good working atmosphere in your Higher Grade class? Give reasons?

10. What are the main differences between Standard Grade and Higher Grade PE?

11. If you pass your Higher Grade, are you likely to:

- a) use it towards entrance qualifications for further education
- b) add it to group of qualifications for further education
- c) use it to follow a career
- d) other?

12. If you fail your Higher Grade, and are returning to school for another year, are you likely to:

- a) resit your examination
- b) upgrade your grade

Give reason.

Signed _____

Date _____

Appendix 4.1:
HGPE JWP remit

PURPOSE

To develop a syllabus and examination in Physical Education on the Higher Grade which will articulate with the present Standard Grade Arrangements.

MODE OF OPERATION OF THE JOINT WORKING PARTY

The Joint Working Party of the Board and SCCC will develop arrangements and specimen examination papers for Higher Grade Physical Education. The Joint Working Party will act in accordance with the proposals set out in this paper. It will be under the supervision of the Board's Steering Committee for the revision of Higher and Post-Higher and will make a preliminary report to the Steering Committee as soon as possible on the following matters:

- (a) its preliminary proposals for Higher Grade and the relationship of these proposals with Credit Level of Standard Grade;
- (b) detailed costings for its proposals.

The Joint Working Party will establish close liaison with the Board's Physical Education Panel and the SCCC's substructure to ensure that these bodies are kept in touch with the development of their proposals.

TIMING OF INTRODUCTION OF NEW ARRANGEMENTS

The new Higher Grade examination will be offered for the first time in 1994.

TIME BASIS FOR SYLLABUS DEFINITION

On the understanding that it is clearly regarded as a basis for syllabus definition and not necessarily for school timetabling, an allowance of 120 hours should be accepted by the Joint Working Party for Higher Grade Physical Education. Course definition should be based on the assumption that normally in S5 up to five subjects would be taken for Higher.

AWARD SCALES AND LEVELS

For Higher Grade, awards will continue to be made on the scale A-D.

PREVIOUS ATTAINMENT ASSUMED

The demands of the course should be such that, in general terms, a pupil who has obtained a grade 1 or 2 award on a Standard Grade course would be expected to gain at least a C on the Higher Grade after one year's further study. A pupil with a grade 3 on a Standard Grade course would be expected to gain at least a C on the Higher Grade after two years' further study. (Actual decisions on presentation would, of course, be taken by presenting authorities in knowledge of the position of each individual candidate and the particular subject requirements.)

AGGREGATE AWARDS AND PROFILES

With regard to Higher Grade, profile reporting will not be introduced at this stage, although, in principle, such reporting will remain an open question to be reviewed by the Board in due course. Accordingly, for every subject, reporting of SCE Higher Grade results will continue to be in terms of an aggregate award, calculated on the basis of the total score. The Joint Working Party is nevertheless encouraged in the meantime, in so far as it is considered appropriate, to adopt assessment structures which would allow the eventual introduction of profile reporting. It will also be open to individual subjects to recommend feedback of element performance to centres.

GRADE DESCRIPTIONS, ASSESSMENT AND AWARDING PROCEDURES

Grade Descriptions should be stipulated only for C on the Higher Grade. They should assist candidates, teachers and users of Certificates and help in the setting of question papers but should not be regarded as necessitating changes in the established assessment and awarding procedures which will remain unchanged at Higher Grade.

EXTERNAL AND INTERNAL ASSESSMENT

Assessment for Higher will remain external, except in so far as internal assessment is required for essential practical skills. External assessment will take place at the end of session as at present.

PRESENTATION CONDITIONS

For Higher Grade, the existing Conditions for Presentation will continue to apply.

CENTRAL SUPPORT

The Joint Working Party will map out the needs of teachers in terms of materials, support and in-service training and draw up a plan of action to meet these needs. The subsequent production and vetting of the necessary support materials will be the responsibility of a separate Core Group comprising an HM Inspector, a National Development Officer and an Adviser.

Scottish Examination Board
Mills Road
KEITH
Lothian
2 1LE

LL.HPE-31

Appendix 4.2:
Comments received in relation to the HGPE Consultation document

SCOTTISH EXAMINATION BOARD

INTRODUCTION OF ARRANGEMENTS IN PHYSICAL EDUCATION ON THE HIGHER GRADE IN AND AFTER 1994

REPORT ON OBSERVATIONS SUBMITTED BY INTERESTED BODIES

In April 1992 the Report of the Joint Working Party (JWP) on Physical Education, setting out proposals for an examination in Higher Grade Physical Education, was issued to interested bodies for comment. The observations submitted in this connection have now been considered by the Board's Physical Education Panel with the assistance of the JWP. The Panel expresses its thanks for the constructive comments received.

Observations on the proposals were submitted by the following interested bodies.

- 1 Scottish Consultative Council on the Curriculum
- 2 Borders Regional Council
- 3 Central Regional Council
- 4 Dumfries and Galloway Regional Council
- 5 Fife Regional Council
- 6 Grampian Regional Council
- 7 Highland Regional Council
- 8 Lothian Regional Council
- 9 Strathclyde Regional Council
- 10 Ayr Division of Strathclyde Regional Council
- 11 Dunbarton Division of Strathclyde Regional Council
- 12 Glasgow Division of Strathclyde Regional Council
- 13 Lanark Division of Strathclyde Regional Council
- 14 Renfrew Division of Strathclyde Regional Council
- 15 Tayside Regional Council
- 16 Scottish Association of Advisers in Physical Education
- 17 Educational Institute of Scotland
- 18 Scottish Universities Council on Entrance
- 19 Jordanhill College
- 20 Moray House Institute of Education
 - (a) Department of Movement Studies
 - (b) Department of Physical Education
- 21 St Andrew's College
- 22 Scottish Council for Physical Education

Comments received from several other sources were also considered.

The major observations made and related replies of the Board are as follows.

GENERAL

Observation The overall reaction to the introduction of an examination in Physical Education on the Higher Grade was very supportive with the majority of bodies welcoming the Report.

Reply The supportive response to the proposals is encouraging.

INTRODUCTION

Observation In the view of three respondents (5, 9, 10) it was not clear that routes other than Standard Grade existed to a Higher Grade course.

Reply The course in Physical Education is no different from that in any other Higher Grade subject in this respect and account has been taken of the possible varied experience of candidates in the Physical Education and Creative and Aesthetic Activities modes of the secondary school curriculum prior to embarking on a Higher Grade course.

RATIONALE

Observations There was strong support for the Rationale with ten respondents welcoming the practical experiential nature of the course (1, 3, 9, 10, 11, 13, 14, 16, 17, 22) and ten welcoming the emphasis on performance (2, 4, 9, 10, 11, 14, 15, 16, 17, 22). Only one body (18) questioned the reasoning as to why a Higher Grade course should be offered in Physical Education.

Reply The general support for the Rationale is appreciated.

Observations Certain aspects of the layout and wording of the Rationale attracted a variety of comment. *Inter alia* it was suggested that the focus on performance should be introduced earlier (20a, 20b) and that some definition should be provided of "performance" (3, 22). Clarification of "personal high standards of performance" was also requested (9, 17).

The flexible structure of the course was welcomed although four bodies (2, 10, 14, 17) questioned whether the degree of flexibility envisaged really was possible. Two other respondents (9, 13) suggested an amendment to the wording which they considered would make flexibility more realistic.

Reply The Rationale has been amended to introduce and define performance and its prime focus at an earlier point and to provide the clarification sought on these and several other minor matters.

Observation The reference to the possible applications of technology attracted a significant amount of comment (2, 3, 4, 5, 6, 9, 11, 12, 14, 15, 22), most of which repeated the view that greater emphasis should have been given to the required resources and technology and also to in-service training.

Reply The course has been designed to be implemented and taught without requiring additional resources and technology other than are already available in centres. The wording has been amended to emphasise that the course, while not dependent on the use of technology, does offer scope for its introduction.

With regard to in-service training, a national course is to be held in February 1993. The production of materials to support a cascade model of in-service training will be a feature of the national course.

Observations The need for the Higher Grade course to be acceptable to Physical Education teachers (19) and to be recognised by universities, colleges and employers (4, 12, 13, 14, 19) was stressed.

Reply In responding to the submissions received due attention has been given to the views of the teaching profession. It is hoped that the course, as finalised, will commend itself to users of the Scottish Certificate of Education.

AIMS

Observations In general, comments on the aims were supportive with respondents commending their clear and precise nature, or the way in which they articulated with Standard Grade (1, 2, 4, 5, 9, 10, 14).

Reply The supportive nature of these comments is appreciated.

Observation Inconsistencies in the references to the activities to be performed were identified with the comment that "a range of" and "a number of" did not match with the selection of two activities required later in the document (6, 9, 10, 11, 13, 20a, 20b).

Reply This point is accepted and the wording has been changed to "selected physical activities". Further detail is provided in the section on Course Structure.

Observations Clarification of the aim relating to the achievement of a "high level of personal performance" was sought in four submissions (9, 12, 19, 22). One body (6) observed that the aim relating to Personal and Social Development was not taken forward in the rest of the document, while another (18) raised the possibility of the physically elite gaining a pass without having followed the course.

Reply These comments have been fully addressed through changes made at various points in the Arrangements, including the assessment requirements.

COURSE STRUCTURE

Observations The course model proposed, with its Key Features articulating with Standard Grade, received the explicit support of five bodies (11, 15, 19, 20b, 22). Two bodies (9, 10) requested that time allocations be identified for each Key Feature.

Reply . The virtual absence of critical comment on the Key Features is reassuring. The identification of time allocations is not considered appropriate and would be contrary to the integrated nature and design of the course.

Performance

Observations Further definition and explanation of Performance was requested (3, 17, 19, 22) and the emphasis on performance related to skill acquisition was criticised (20a, 22,).

Reply Performance has been redefined and expanded with the emphasis now placed firmly on the reworded aim (a), as opposed to the demonstration of skills as an end in itself.

Observations Three respondents (9, 10, 11) sought exemplification or clarification of what was meant by "demanding practical contexts".

Reply Materials addressing this issue are currently being prepared by the Central Support Group.

Observations By far the most contentious requirement of the course was the selection of two activities, with concern being expressed by sixteen bodies (4, 5, 6, 7, 9, 10, 11, 12, 14, 15, 16, 19, 20a, 20b, 21, 22). Support for negotiation was expressed by four respondents (2, 3, 14, 15) and several alternative designs were suggested, all of which offered more flexibility. Four bodies (9, 13, 15, 20a) considered that the opportunity to run more than one course should be allowed.

Reply The course requirements have been amended to allow the selection of a minimum of two practical activities and to permit centres to run more than one course. The selection of activities will be the result of consultation between pupils and teachers and will depend on expertise, facilities and resources available in the presenting centre.

Observation The need to select the activities from the Standard Grade categories was considered by seven bodies (3, 6, 9, 10, 16, 20a, 20b) to be unnecessary and restrictive.

Reply This argument is accepted and is reflected in the finalised Arrangements.

Performance Analysis

Observation Although only two submissions (16, 19) expressed criticism of the title "Performance Analysis", the Central Support Group also reported some difficulty in interpreting the term.

Reply This Key Feature has been retitled "Analysis of Performance" and the processes of analysis have been clearly explained.

Observation Deletion of "Conduct and Culture" was recommended by four bodies (2, 6, 9, 10).

Reply This suggestion is accepted. A number of the Forms of Analysis formerly listed under the heading have been relocated as appropriate.

Investigating

Observations One body (3) sought an explanation of the investigation process linked to performance. Three others (16, 20a, 20b) pointed out that the examples of topics in Appendix V failed to match the description in the main text of the Report.

Reply The title "Investigating" has been changed to "Investigation of Performance". This provides consistency in the titles of the Key Features and is in line with the main focus of the course being on performance. The wording has been amended to clarify that the investigation will focus on an aspect of the candidate's own performance and the topics have been amended or replaced so that they are consistent with that requirement.

Observations The fact that responsibility for this component is devolved to pupils was welcomed (10, 20b) with particular support expressed for their choosing an area of their own particular interest (9, 11, 14, 15).

Reply These supportive comments are appreciated.

Observation The need for guidance on marking was highlighted (6, 16, 20b).

Reply This need is accepted and will be addressed in due course.

Personal and Social Development

Observations Six bodies (10, 11, 12, 13, 19, 22) noted that although Personal and Social Development was a Key Feature it was not assessed. Further expansion of this Key Feature was sought in two submissions (9, 11).

Reply This stance is consistent with that adopted at Standard Grade. The importance of Personal and Social Development to the course is recognised and additional references have been included throughout the Arrangements. It is not appropriate, however, for it to be formally assessed.

LEARNING AND TEACHING APPROACHES

Observations Comment in this area was generally supportive. A particular welcome was extended to the development of independent learning (10, 14, 15, 16, 19).

Reply The supportive nature of the comments on this section is appreciated.

ASSESSMENT FOR CERTIFICATION

Observations Weighting, and particularly that given to Performance, evoked significant comment, ten bodies taking the view that the weighting for Performance should be increased (6, 7, 10, 11, 12, 13, 16, 17, 20b, 22). Three bodies (6, 15, 16) recognised that 40% was the maximum that might be expected at this Grade. Only one respondent (18) considered that 40% was too high.

It was further suggested that the weighting accorded to Investigating should be increased (3, 6, 15, 17, 22). Comments on the weighting of Performance Analysis were few and somewhat contradictory with no clear pattern emerging.

Reply A weighting of 40% is considered to be an appropriate maximum for an internally assessed element in a Higher Grade subject and the weightings accordingly remain unchanged.

Observations Another weighting issue raised related to the assessment of the two activities. Three bodies (6, 7, 16) suggested that some form of differential weighting should be applied to each activity in the assessment of Performance.

Reply This point is accepted. Each activity will be marked out of 20 and a weighting of 2 : 1 applied in favour of the activity with the higher mark.

GRADE DESCRIPTIONS

Observations This section elicited a mixed response. Two bodies (2, 5) considered that the grade descriptors were clearly stated while others (9, 13, 17) described them as "meaningless". Exemplars to support the descriptors were sought in seven submissions (2, 9, 11, 12, 13, 17, 21).

Reply The request for exemplars has been noted.

PERFORMANCE ASSESSMENT CRITERIA

Observations Three bodies (9, 10, 20b) suggested that there was a need for activity-specific criteria.

Reply Work of this nature is already being undertaken.

In addition to the above major observations, other comments were received on the details of the proposals. All of these have been given due consideration and action has been taken in each case as appropriate.

Details of the arrangements for an examination in Physical Education on the Higher Grade in and after 1994 are given in a separate document accompanying this report.

Appendix 5.1:
Teachers' 'yes' and 'no' responses to the questionnaire items

Responses to the questionnaire items from teachers offering HGPE

Question	% 'yes' responses	% 'no' responses	% 'not sure' responses
1. Were teachers in your department interested in teaching H.G.P.E.?	78	14	8
2. Was there a sufficient amount of equipment available for the teaching of H.G.P.E.?	74	23	3
3. Did you believe that H.G.P.E. served the needs of pupils in the school wishing to continue their general education?	79	7	14
4. Did you believe that H.G.P.E. portrayed the true meaning of P.E.?	31	41	28
5. Was adequate assistance available from the Advisor of P.E. in setting up the H.G.P.E. course?	33	52	15
6. Did you believe that H.G.P.E. provided depth of study	89	3	8
7. Was your department achieving a majority of credit passes at S.G.P.E. before the decision was taken to teach H.G.P.E.?	25	72	3
8. Was sufficient preparation time available for H.G.P.E.?	22	74	4
9. Did you believe that H.G.P.E. served the needs of pupils wishing to study P.E. to an advanced level within school?	83	5	12
10. Did you believe that H.G.P.E. helped raise the status of P.E.?	68	17	15
11. Were adequate facilities available for teaching H.G.P.E.?	69	28	3
12. Did you believe that the teacher(s) in your department would be successful in teaching H.G.P.E.?	77	3	20
13. Was adequate assistance on assessing H.G.P.E. available from the Scottish Examination Board?	17	72	11
14. Did you believe that H.G.P.E. served the needs of the pupils wishing to use the subject as an entry requirement to higher / further education?	60	16	24
15. Were there a high proportion of high calibre pupils interested in H.G.P.E.?	29	67	4

Question	% 'yes' responses	% 'no' responses	% 'not sure' responses
16. Were appropriate blocks of time available in the school timetable for H.G.P.E.?	91	9	0
17. Was adequate in-service training available?	18	75	7
18. Did you believe that H.G.P.E. provided encouragement to pupils to remain in the education system?	36	36	28
19. Were teachers in your department interested in teaching Standard Grade P.E.?	93	3	4
20. Was the amount of administration work for H.G.P.E. manageable?	55	41	4
21. Was there enough support documentation for H.G.P.E., in terms of curricula materials, available from the S.C.C.C.?	29	66	5
22. Did you feel H.G.P.E. was a worthwhile development?	92	2	6
23. Did you believe that H.G.P.E. provided a link from pre-16 education, i.e. S.G.P.E.?	77	10	87
24. Was there sufficient staff available to offer H.G.P.E.?	83	15	2
25. Was the statutory time for H.G.P.E. sufficient to complete the H.G.P.E. syllabus?	74	12	14
26. Did you believe that H.G.P.E. provided vocational possibilities?	62	18	20
27. Was the teaching workload for H.G.P.E. realistic?	39	52	9
28. Was it possible for H.G.P.E. to be entered in a favourable 'option' column?	77	18	5
29. Was there an adequate number of pupils in your school wishing to be taught H.G.P.E.?	92	5	3
30. Did your department receive positive support from the school management team regarding H.G.P.E.?	83	5	12
31. Did you believe that H.G.P.E. provided a link to post school education and training?	71	13	16
32. Did you believe that H.G.P.E. served the needs of pupils wishing to enter a career within sport, leisure and recreation?	72	7	21

Question	% 'yes' responses	% 'no' responses	% 'not sure' responses
33. Did the Headteacher of your school enforce pressure on your department concerning the teaching of H.G.P.E.?	10	87	3
34. Was sufficient staff expertise available for the teaching of H.G.P.E.?	77	14	9
35. Did you feel that H.G.P.E. was perceived positively by the general public?	16	36	48
36. Were the teaching approaches involved in H.G.P.E. realistic?	67	19	14
37. Was plenty of time available for staff development?	11	84	5
38. Were sufficient resources available for teaching H.G.P.E.?	52	43	5
39. Was financial support and / or inducement from the school available for teaching H.G.P.E.?	52	48	0
40. Was the H.G.P.E. documentation comprehensible?	73	18	9
41. Had parents expressed an interest in including H.G.P.E. in the school curriculum?	36	51	13

Responses to the questionnaire items from teachers not offering HGPE

Question	% 'yes' responses	% 'no' responses	% 'not sure' responses
1. Are teachers in your department interested in teaching H.G.P.E.?	40	37	23
2. Is there a sufficient amount of equipment available for the teaching of H.G.P.E.?	75	19	6
3. Do you believe that H.G.P.E. serves the needs of pupils in the school wishing to continue their general education?	31	45	24
4. Do you believe that H.G.P.E. portrays the true meaning of P.E.?	3	73	24
5. Is adequate assistance available from the Advisor of P.E. in setting up the H.G.P.E. course?	30	36	34
6. Do you believe that H.G.P.E. provides depth of study?	81	2	17
7. Does your department achieve a majority of credit passes at S.G.P.E.?	8	92	0
8. Is sufficient preparation time available for H.G.P.E.?	2	67	31
9. Do you believe that H.G.P.E. serves the needs of pupils wishing to study P.E. to an advanced level within school?	56	17	27
10. Do you believe that H.G.P.E. helps raise the status of P.E.?	38	44	18
11. Are adequate facilities available for teaching H.G.P.E.?	61	34	5
12. Do you believe that the teachers in your department would be successful in teaching H.G.P.E.?	69	6	25
13. Is adequate assistance on assessing H.G.P.E. available from the Scottish Examination Board?	6	42	52
14. Do you believe that H.G.P.E. serves the needs of the pupils wishing to use the subject as an entry requirement to higher / further education?	41	22	37
15. Are there a high proportion of high calibre pupils interested in H.G.P.E.?	5	80	15
16. Are appropriate blocks of time available in the school timetable for H.G.P.E.?	44	38	18
17. Is adequate in-service training available?	14	56	30

Question	% 'yes' responses	% 'no' responses	% 'not sure' responses
18. Do you believe that H.G.P.E. provides encouragement to pupils to remain in the education system?	11	58	31
19. Are teachers in your department interested in teaching Standard Grade P.E.?	83	11	6
20. Is the amount of administration work for H.G.P.E. manageable?	5	39	56
21. Is there enough support documentation for H.G.P.E., in terms of curricula materials, available from the S.C.C.C.?	8	52	40
22. Do you feel H.G.P.E. is a worthwhile development?	52	13	35
23. Do you believe that H.G.P.E. provides a link from pre-16 education, i.e. S.G.P.E.?	59	27	14
24. Is there sufficient staff available to offer H.G.P.E.?	48	44	8
25. Is the statutory time for H.G.P.E. sufficient to complete the H.G.P.E. syllabus?	16	9	75
26. Do you believe that H.G.P.E. provides vocational possibilities?	47	19	34
27. Is the teaching workload for H.G.P.E. realistic?	2	43	55
28. Is it possible for H.G.P.E. to be entered in a favourable 'option' column?	36	9	55
29. Are there an adequate number of pupils in your school wishing to be taught H.G.P.E.?	19	60	21
30. Do you receive positive support from the school management team regarding the teaching of H.G.P.E.?	47	37	16
31. Do you believe that H.G.P.E. provides a link to post school education and training?	40	17	43
32. Do you believe that H.G.P.E. serves the needs of pupils wishing to enter a career within sport, leisure and recreation?	59	19	22
33. Does the Headteacher of your school enforce pressure on your department to teach H.G.P.E.?	6	94	0
34. Is sufficient staff expertise available for the teaching of H.G.P.E.?	52	27	21

Question	% 'yes' responses	% 'no' responses	% 'not sure' responses
35. Do you think H.G.P.E. is perceived positively by the general public?	6	52	42
36. Are the teaching approaches involved in H.G.P.E. realistic?	13	17	70
37. Is plenty of time available for staff development?	10	83	7
38. Are sufficient resources available for teaching H.G.P.E.?	32	41	27
39. Is financial support and / or inducement from the school available for teaching H.G.P.E.?	21	49	30
40. Is the H.G.P.E. documentation comprehensible?	58	26	16
41. Have parents expressed an interest in including H.G.P.E. in the school curriculum?	29	59	12

