



ACTIVE INSPIRATION

ACTIVE INSPIRATION PLAYMAKERS FINAL REPORT NOVEMBER 2016

**PLAY
MAKERS**



ACTIVE INSPIRATION BRINGS
TOGETHER A LEAGUE OF PARTNERS
COMMITTED TO GETTING CHILDREN ACTIVE.
LED BY VIRGIN ACTIVE UK, THE CAMPAIGN
LAUNCHED IN MAY 2014 AND AIMS
TO GET 500,000 YOUNG PEOPLE
MORE ACTIVE OVER 5 YEARS.

ACKNOWLEDGEMENTS

Active Inspiration Playmakers is a programme delivered by the Active Inspiration campaign.
It was conceived by Virgin Active and the University of Bedfordshire and is funded by Virgin Active.

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SUGGESTED CITATION:

O'Donovan, T., Ives, H.M., Bowler, M. & Sammon, P. (2016) Active Inspiration Playmakers
Final Report. University of Bedfordshire: Institute of Sport & Physical Activity Research.

For information about all our Active Inspiration programmes visit:
www.virginactive.co.uk/activeinspiration



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EXECUTIVE SUMMARY

INTRODUCTION: ACTIVE INSPIRATION PLAYMAKERS AND EVALUATION PROGRAMME

THE PROBLEM

A positive experience of sport and physical activity at a young age can contribute to a lifetime of participation. Unfortunately, a negative experience may narrow perceptions of sport and put someone off forever¹

For decades, primary school teachers have had limited Physical Education training. Many have only 6 hours of training in their overall teacher-training programme.

Until recently, there have been only a few opportunities for teachers to take part in specialised Physical Education training. Professional development opportunities are often unsatisfactory with one-off workshops that don't have much impact on teaching and learning.

Initial research by Billendi UK surveyed 400 primary school teachers across the UK.

- ➔ **32%** of teachers lacked confidence when it came to teaching Physical Education.
- ➔ **28%** didn't feel adequately qualified to teach the subject.
- ➔ **53%** wanted more professional development opportunities.

TEACHERS ALSO SAID
THAT MORE THAN 1 IN 3
CHILDREN DISLIKE PHYSICAL
ACTIVITY WHEN THEY LEAVE
PRIMARY SCHOOL.

THE OPPORTUNITY

In May 2014, Virgin Active UK launched Active Inspiration, a 5 year campaign to help 500,000 kids get more active. We do this by working with expert partners in a number of ways. With the Active Inspiration Playmakers programme, we identified an opportunity to combine our expertise and innovative approach to physical activity to engage children, whilst helping to increase teachers' confidence in promoting physical activity.

The University of Bedfordshire provided expertise in teacher professional learning, physical literacy (Whitehead, 2016) and Physical Education instruction, as well as on-going teacher support. From this the Active Inspiration

Playmakers programme began, with a focus on promoting physical literacy through a models-based approach to teaching Physical Education. Based on our products, innovative physical activity sessions such as 'Zuu Chimps' and 'Mini Mudder' were created to encourage children to be more active.

With the increasing national interest in childhood obesity and physical inactivity, as well as additional funding in primary school Physical Education and sport Virgin Active, in association with the University of Bedfordshire was keen to work together to focus on teacher professional learning within Physical Education.

THE OBJECTIVES

- ➔ **Address the issue of very limited Physical Education training for primary school teachers.**
- ➔ **Put physical literacy at the heart of school education through a unique combination of our expertise in junior fitness with the University of Bedfordshire's knowledge of Physical Education and sport instruction.**
- ➔ **Involve all pupils in Physical Education - showing that by doing things differently, it's possible to give children a positive experience of physical activity early on.**
- ➔ **Create a workable programme that is simple to implement, ensuring know-how is truly learnt by primary school teachers.**

¹ <http://www.sportengland.org/media/359792/20140923-yr-insight-pack-fv.pdf>

THE PROGRAMME

Active Inspiration Playmakers offers ‘sustainable improvements to the quality of Physical Education and sport’ within primary schools as well as providing ‘existing staff with the training and resources to help them teach Physical Education and sport more effectively’ (DfE, 2016).

The project aimed to promote and encourage complete learning through the emotional, social, cognitive and physical aspects of a child's development. 41 teaching staff, across 27 schools participated in the Active Inspiration Playmakers programme. These included 32 class teachers, 3 Physical Education specialists and 6 classroom assistants.

THE IMPACT

- ➔ **Increased teacher confidence in delivering PE in schools: approximately 300 teachers benefited from the programme.**
- ➔ **Increased confidence in children of all sporting abilities: the programme impacted 7,500 pupils – providing them with 2 hours of high quality Physical Education per week.**
- ➔ **Teachers took more of a facilitator role in lessons as children were trusted with their own learning, peer assessment and recommendations for improvement.**
- ➔ **The Active Inspiration Playmakers approach was adapted to teach literacy, numeracy, science and many other curricular subjects.**
- ➔ **Any previous divisions based on children's perceived ability and background disappeared.**

SUMMARY OF IMPORTANT FINDINGS: IMPACT ON TEACHERS

TEACHER CONFIDENCE AND EFFECTIVENESS IMPROVED.

Teaching self-efficacy was measured using a 22 item self-efficacy based questionnaire (Zach, Harari and Harari, 2012). All teachers in the programme saw a significant increase in self-efficacy for the challenging motivational learning and effective teaching subscales.

Teachers commented that the initial course and ongoing professional learning provided new strategies for engaging pupils. These strategies were described as ‘ideas that can instantly be used in schools’. The increased confidence and enthusiasm for Physical Education was described as ‘re-energising’. Teachers felt more passionate about what they do and considered themselves to be better teachers as a result of the programme.

Teachers reported increased content and educational knowledge that went beyond the initial outcomes. There was a better understanding of ‘the importance of being physically active’ and how to ‘incorporate activity throughout the whole day’.

Although teachers said the course provided new ideas and a different approach, the increase in confidence helped teachers with the development of Active Inspiration Playmakers within their own school, where there were many variations on the initial idea.

The Active Inspiration Playmakers approach was adapted to teach literacy, numeracy, science and many other core subjects. The possibility for cross-curricular teaching using the approach was a particular strength.



EFFECT ON PUPILS

PUPIL INTEREST AND INCLUSION IN PHYSICAL EDUCATION INCREASED

“PE lessons help shape a child’s first experiences of physical activities and their attitude towards leading an active lifestyle. It is crucial that these first experiences are positive, rewarding and enjoyable.”

Professor Margaret Whitehead, leading academic on physical literacy

There was an increase in pupil interest. Teachers described their pupils as ‘wanting to do Physical Education’ and having a ‘positive’ and ‘fun’ experience.

The Active Inspiration Playmakers approach was described as being very inclusive of low achievers who were able to join in more confidently. The interactivity of the groups also helped with dissolving previous ability and ethnicity divisions. It also encouraged pupils to improve their own performance, as well as that of others and everyone’s achievement was recognised thanks to individual accountability.

Teachers reported that particular elements of the programme such as ‘toe-to-toe’ group processing and peer assessment improved communication and bonding as pupils worked together in activities. There was also constructive feedback that allowed everyone to have a voice. Teachers recognised their pupils’ growth in these areas throughout the year and how the programme helped pupils to resolve conflicts during break times.

Improved self-sufficiency, leadership and creativity were reported. Teachers suggested that it led them to play more of a facilitating role in lessons, with many trusting their pupils more. The word ‘trust’ was echoed by many teachers in describing the changing relationship between teachers and pupils.



SHARING ACTIVE INSPIRATION PLAYMAKERS

“*Virgin Active Playmakers has really allowed me to think about the subject, how to teach it, how to improve PE, children’s participation in PE and being active.*”

Emma Wilson, Pirehill First School

Many teachers chose to share the programme through their school professional development structures; by sharing resources, briefing teachers through staff meetings or through teacher-led school inset training.

Teachers organised whole school training during the term where many sessions were supported by the University of Bedfordshire facilitators. Teachers wanting to share contacted those who had already delivered professional development for their schools – this created supportive teacher communities. One teacher shared their learning with 22 classroom teachers across 2 schools to improve the quality of Physical Education teaching and teacher confidence.

Wherever teachers were already working closely together, less support in organising professional development was necessary. Also teachers introduced to Active Inspiration Playmakers through colleagues found that on-going support from those who attended the initial training was valuable.

CHALLENGES FACED

Teachers who shared their experiences with others reported a mixed response with on-going support necessary to integrate the practice with Physical Education. Adapting the approach to specific context was challenging.

Some teachers said that learning something new was difficult due to the significant pressure during the 2015/2016 academic year with changes in the national curriculum and associated SPAG tests in Key Stage One.

In addition, 2 teachers experienced disruption in their school when the school was closed for 2 months in the term following the initial training. This was particularly disruptive as it happened during an influential time in the programme and teachers felt they were out-of-step with other teachers in their locality.

The pace at which teachers progressed differed significantly: some teachers were keen to move on from the initial Playmakers model based on Cooperative Learning, while others wanted to merge their learning with this model over time.

Thanks to their growing confidence and knowledge, teachers who attended the 2016 summer session said that they would like to develop the Health-Based Physical Education model beyond the Active Inspiration Playmakers programme.

THINK BIG



CHAPTER I

INTRODUCTION:
ACTIVE INSPIRATION
PLAYMAKERS
AND EVALUATION
PROGRAMME

1.1 INTRODUCTION

1.1.1 This report presents the findings from a 1-year research evaluation and impact of the Active Inspiration Playmakers programme. Throughout that time, Virgin Active and the University of Bedfordshire have collaborated with 41 primary school staff in 4 groups across England to empower them to improve their practice.

The ultimate aim was to improve the physical literacy of pupils by addressing the confidence, knowledge and skills of primary school teachers when teaching Physical Education. This programme was developed in response to the growing national concern about children's obesity levels and physical inactivity. The report examines how Active Inspiration Playmakers has addressed this complex challenge and how effective it's been.



“ VA Playmakers has taught me the value of an active lifestyle and ways to incorporate activity easily into everyday school life. ”

Joanna Sweeney, Hounslow Heath

1.2 THE ACTIVE INSPIRATION PLAYMAKERS PROGRAMME

THE APPROACH

1.2.1 The programme was established as a collaboration between Virgin Active and the University of Bedfordshire in 2015 with the aim to improve primary school pupils' physical literacy by providing teachers with the best skills, ideas and confidence to provide positive Physical Education and sport opportunities.

It was based on clear values of physical activity for young children; the importance of Physical Education in primary schools and long-term professional learning to help teachers change the way they do things.

1.2.2 The programme provided learning opportunities for teachers which had the potential to affect pupils' experience of Physical Education at school. Anything that increases pupils' immediate physical activity is important, but the aim of the programme was to increase teachers' confidence and competence when teaching Physical Education –to ensure positive change and a positive long-term outcome.



1.2.3 Designing this programme, the team drew on a large amount of international research and development work in primary Physical Education, models-based practice and teacher professional learning. Not only was the nature of the problem understood, but the principles that underpin the strategies to resolve it. The challenge was then to translate these principles into practice in many different contexts.

“Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life”

(Whitehead, 2016, online)

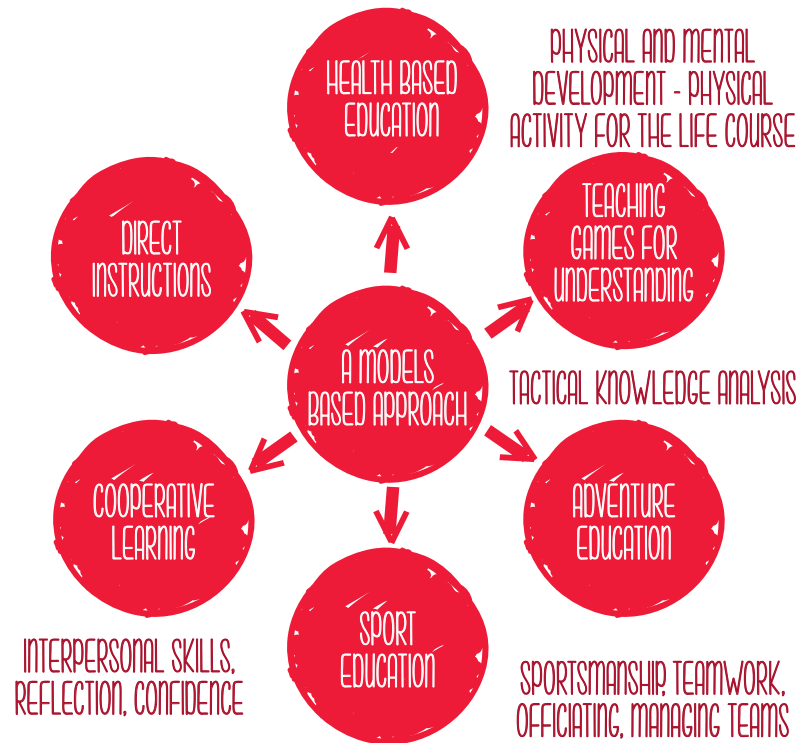


Figure 1.2.1 A multi-model curriculum

1.2.4 The improvement of children’s physical literacy was at the core of the project. However, Whitehead (2016) highlights that physical literacy is not a programme of study in itself and that the right methods and content need to be selected in order for physical literacy to be developed. Active Inspiration Playmakers does this.

1.2.5 Models-based practice is an innovative approach to addressing Physical Education issues globally. This approach involves using models such as Sport Education, Teaching Games for Understanding and Cooperative Learning in the curriculum. Rather than a curriculum being organised around activities or sports, the units are designed around models like in the diagram above. Models can be used as and where they’re needed, plus they can be used for an entire unit of activity.

1.2.6 A models-based approach supports several learning outcomes. It allows teaching and learning to be in sync with the achievement of particular learning outcomes and therefore leads to the development of a complete approach to physical literacy.

1.2.7 A single model – Cooperative Learning, was selected to introduce the models-based approach. It’s an instructive model capable of developing physical literacy, through its ability to directly impact the affective, cognitive, physical and social domains (Casey & Goodyear, 2015).

Cooperative Learning was developed to help overcome the majority of direct teaching approaches in education and to support pupils’ interpersonal skills. The model is designed to **‘improve physical performance and academic achievement that occur in consistency with the development and use of pupils’ interpersonal skills; and their involvement in social learning and to help students to increase motivation, self-esteem, or self-confidence to learn’** (Casey & Dyson, 2015, p.58).

1.2.8 Health-Based Physical Education (Haerens et al., 2011) was introduced to teachers in the 2016 summer camp as the second model. The elements of each model are aligned with the development of physical literacy. An example of the essential elements provided to teachers is in appendix A. The breadth and depth of the models-based framework shows the range of changes which Active Inspiration Playmakers might enable within teachers’ practice.

1.2.9 Teachers were encouraged to use the Post Lesson Teacher Analysis (PLTA) tool (see appendix B) which helped to show how they used the Active Inspiration Playmakers approach and consider aspects that could influence future development. This provided the basis for the professional learning activities outlined above.

THE PROFESSIONAL LEARNING PROGRAMME

1.2.10 A carefully phased professional learning programme was created with a multi-faceted evaluation. Changing practice is challenging for teachers and 1-day, off-site courses are not effective (Armour, 2010; Casey, 2013). We also identified the importance of ongoing professional learning. To support teachers' use of the Active Inspiration Playmakers approach, we developed a supportive, step-by-step professional learning programme that ran throughout the academic year.

The programme involved:



A 2-day residential summer camp – July 2015

The summer camp was designed by the University of Bedfordshire and Virgin Active staff to provide inspirational ideas and practical educational advice. Teachers were introduced to a variety of activities – modifying and adapting them for pupils.



Access to 2 school-based professional learning meetings during Autumn and Spring term

The workshops focussed on present and future uses of Active Inspiration Playmakers. It also offered the opportunity for collaboration between groups of teachers and the distribution of material. Teachers had the opportunity to discuss, learn and share with colleagues in their local area who were also part of the programme and the support was individually tailored to each group of schools.



Google Hangouts and Twitter chats

Initially Google Hangouts and Twitter chats were planned for the online professional learning meetings but participants' use of social media varied, so a Facebook page with online events was created to broaden appeal. Email and text were also included, plus a Dropbox folder was used to share additional resources where needed.



1-day summer camp – July 2016

The second summer camp was designed to show the positive achievements during the year and to discuss the challenges teachers faced. Following this, teachers were introduced to a second instructive model (Health-Based Physical Education) and were provided with a series of online opportunities to support their professional learning in Physical Education.

1.3 THE REPORT

1.3.1 The report contains the findings of the monitoring and evaluation programme in 4 chapters.

Chapter 2 has a short overview of the issues addressed by the project. This draws on the academic literature to highlight what is known about primary school Physical Education and the role of professional development in improving educational practice.

Chapter 3 details the procedure used in the research, illustrating the scale and scope of the evaluation.

Chapter 4 shows the results that focus on aspects of the project relating to the change in schools. It also includes 10 case studies with examples of good practice and an additional perspective on teachers' experiences of applying change and the effect.

Chapter 5 concludes the monitoring and evaluation programme based on the analysis previously represented. The positive features of the Active Inspiration Playmakers programme are highlighted and the issues considered.



CHAPTER 2

PRIMARY PHYSICAL EDUCATION: CURRENT ISSUES

2.1 INTRODUCTION

2.1.1 This chapter gives a concise overview of the issues that the Active Inspiration Playmakers programme addresses. Active Inspiration Playmakers has been developed out of the growing national concern about the physical literacy of primary school children. An extensive British and international academic and policy literature review gives an interesting insight into the nature of this problem, the causes that contribute to it and the principles to be used if effective strategies are to be developed to address it. All of this has influenced and informed the design and development of the Active Inspiration Playmakers project.

2.2 PUPILS' RELATIONSHIP TO SPORT

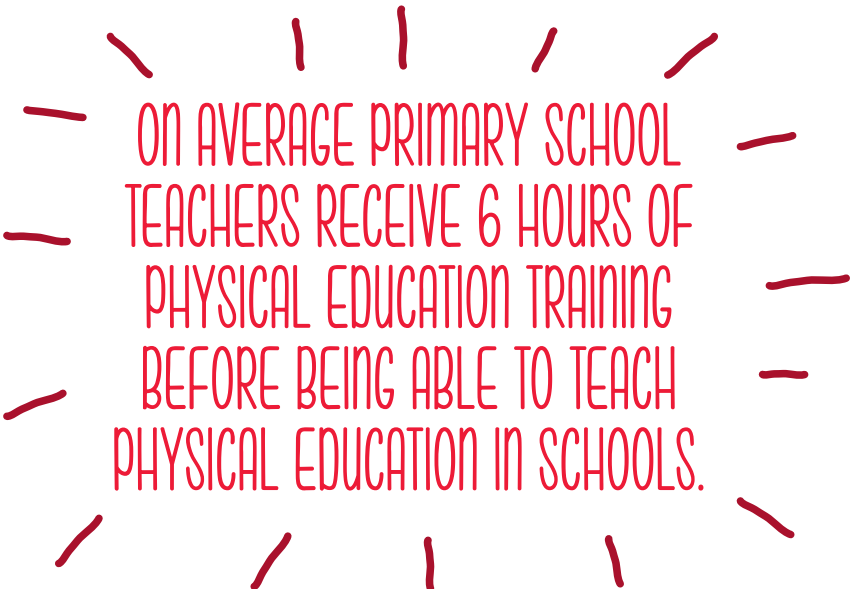
2.2.1 Pickup (2012, p.21) suggested that *'the time spent in primary Physical Education can enable young people to continue to engage, enjoy and achieve throughout secondary school years and to make informed choices about their health and active lifestyles throughout life'*.

For some children, Physical Education and school sport is the only opportunity to do any form of physical activity. This, according to most literature and many health professionals, is essential for having a positive effect upon social, cognitive, physical and emotional areas of people's lives (Bailey et al., 2009). In February 2013, a 4-year long Ofsted review concluded that there was not enough strenuous physical activity in many Physical Education lessons in English schools, with teachers not having enough specialist training.

Baroness Sue Campbell, Chair of the Youth Sport Trust (YST), stated that *'for too long a child's first experience of Physical Education has been delivered by teachers who lack the confidence and competence to deliver Physical Education'* (BBC, 2013). *In UK primary schools, 'Physical Education is often neglected'* (Curry, 2012, p.17) and the quality of Physical Education has been seriously criticised worldwide (Hardman and Marshall, 2001).

The Youth Sport Trust (2015) notes that despite UK primary schools valuing Physical Education and physical activity throughout the school day, the number of minutes spent doing Physical Education has reduced since 2010 – to less than 2 hours per week. Although the latest Ofsted report (2013) shows that there is better and outstanding Physical Education in primary schools since its last report in 2008, it confirmed that there was still a severe lack of specialist training for primary school teachers.

2.2.2 Physical Education preparation is minimal during primary teacher education programmes and the amount of specific Physical Education training, primary school teachers have received, has seen a decline over the past 20 years (Harris et al., 2012) in the UK. Time for Physical Education teacher training in primary Physical Education on Postgraduate Certificates in Education (PGCE) courses has been as low as 5 hours (Caldecott et al., 2006). Talbot (2008) estimates that 40% of newly qualified teachers have received only 6 hours of Physical Education training. Talbot (2007) has called the time allocations in teacher training a disgrace and not fit for purpose. Many primary school teachers lack the confidence to teach Physical Education or physical activity and sport beyond the curriculum (Sports Coach UK, 2011).



ON AVERAGE PRIMARY SCHOOL
TEACHERS RECEIVE 6 HOURS OF
PHYSICAL EDUCATION TRAINING
BEFORE BEING ABLE TO TEACH
PHYSICAL EDUCATION IN SCHOOLS.

2.2.3 Morgan and Bourke (2008) have highlighted that there has been a concern over teachers' confidence to teach Physical Education for the past 20 years. Morgan and Bourke (2008) found that there were 3 main factors that inhibited the confidence of the generalist teacher. These included personal experience and knowledge, qualification, interest and enjoyment of sport in general. Simpson et al., (2011) found a relationship between those who participated in sport outside of school and those who felt comfortable teaching Physical Education. Carney and Chedzoy (1998) believe that this lack of confidence can be due to doubt the teachers have in their individual abilities in sport. This is in addition to the findings of Morgan and Bourke

(2008) where 75% of respondents – 439 teachers, indicated that they were anxious teaching certain activities. Spence and Haydn-Davies (2011) have also indicated that teachers lack confidence because they believe there is an expert focus on a 'specialist' curriculum and therefore perceive a lack of subject knowledge and confidence. A lack of confidence has been linked to a lack of time spent in initial teacher training and continuing professional development.

2.2.4 As a result, Physical Education in primary schools is becoming increasingly planned and delivered by outside sources (Blair and Capel, 2011). Primary Physical Education has a business-like model, meaning that outside sources – referred to as 'outsourcing' (Palm, 2001) are being used. The trend towards outsourcing curricular and extra-curricular Physical Education in primary schools has been increasing since the 1980s (Green, 2008; Kirk, 2010) and schools have been employing specialist Physical Education teachers and sports coaches to provide Physical Education. These generally offer practical solutions for head teachers where generalist teachers are working across many curriculum areas and are bombarded with policy change (Rainer et al., 2012). There are also pressures from central Government in the UK, such as those in literacy and numeracy, where targets have to be met (Blair and Capel, 2011; Morgan and Hansen, 2007; Smith, 2013).

However, concerns regarding the educational knowledge of sports coaches have been expressed (Blair and Capel, 2011; Flintoff et al., 2011; Kirk, 2005; Smith, 2013). Griggs (2010) suggests that the recent trend towards outsourcing coaches to deliver curricular Physical Education will be more harmful as coaches have less training and information regarding their classes compared to a class teacher. He considers this could jeopardise effective teaching and learning. In addition, Carney and Howells (2008) also disapprove, saying that if Physical Education is outsourced then it will just become short bursts of activity specific exercise which will affect the whole development of Physical Education for children.

Griggs (2008) argues that external agents don't have the curriculum content knowledge and classroom management skills which are fundamental. Whilst sports coaches may have a good knowledge and expertise in their sport, Flintoff et al. (2011) say that some have little experience of adapting these sessions for working with children. Smith (2013) highlights behaviour management for generalist teachers as a cause for concern.

2.2.5 Although concerns about using outsourced coaches have been noted (Blair and Capel, 2008; Griggs, 2012), they could be better qualified to teach Physical Education than current generalist teachers. Blair and Capel (2011) say that the limited training teachers receive in Physical Education is the reason for outsourcing and Fauette et al (2002) suggest generalist teachers appreciate the opportunity to collaborate with outsourced coaches whilst teaching Physical Education. Williams, Hay and Macdonald (2011) say that outsourcing is to gain access to outside expertise. The Association for Physical Education (afPE) and the Youth Sport Trust (YST), have encouraged building long-term Physical Education futures for schools and that coaches should be used to improve the quality and range of Physical Education by working together with classroom teachers

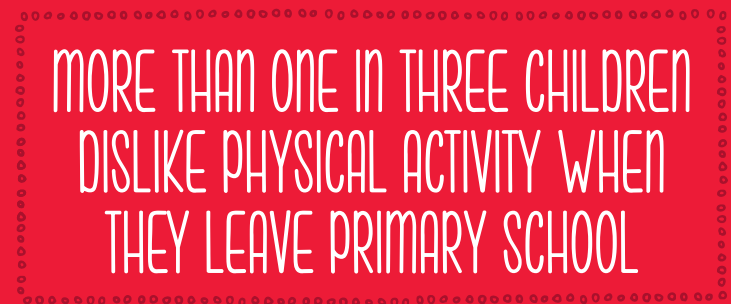
and therefore building their confidence and competence. However, Stewart (2006) and Lavin et al. (2008) found that many teachers timetable their Planning, Preparation and Assessment (PPA) time during Physical Education lessons – therefore giving complete control of Physical Education lessons to outsourced agents, which means primary school teachers will lose their skills.

2.2.6 Duncombe and Armour (2003) suggest the need for Continuing Professional Development (CPD) also known as professional learning, as it may help teachers develop their expertise in Physical Education. CPD are generally 1-day, off-site, short courses that don't build on existing knowledge. Despite it being a popular, accepted way of teacher learning, there isn't much evidence to suggest that these short courses, which target many teachers, are effective in changing practice and students' learning (Darling-Hammond and Richardson, 2009; Lieberman and Pointer-Mace, 2010).

McCormick et al. (2008) state that many teachers see CPD as just going on a course and the learning is passive. Duncombe and Armour (2003) claim that these courses often provide ready-made answers in the form of lesson plans and resources and are very popular because of the pressure of teaching every subject within the primary curriculum. But, Duncombe and Armour (2003, p. 2) found that few pre-service teachers had expectations in growing their knowledge and skills once in employment; and that the CPD courses were generally undertaken by Physical Education Coordinators who often lack the confidence or opportunities to share this learning to other members of staff.

2.2.7 Evidence highlights that traditional forms of practice have been resistant to change. Recognising that primary Physical Education is at a crucial point, steps have recently been made to improve the initial teacher training of primary teachers with a new route for them with a Physical Education specialism in 2014. However, for thousands of teachers, it's important that forms of professional learning are established where they have ongoing support to develop their subject knowledge and educational skills to improve their confidence in teaching Physical Education.

The Active Inspiration Playmakers programme was designed to address these issues.



MORE THAN ONE IN THREE CHILDREN
DISLIKE PHYSICAL ACTIVITY WHEN
THEY LEAVE PRIMARY SCHOOL

2.3 SUMMARY

2.3.1 Active Inspiration Playmakers has been developed from a deep understanding thanks to previous research and the personal knowledge and professional expertise of everyone involved, both within academia and the Physical Education profession. The first phase of the research confirmed that the following problems were known to everyone involved in this project:

- Teachers receive minimal training in Physical Education during their initial teacher training.
- There is a lack of confidence teaching Physical Education.
- Teachers are faced with a weak model of continuing professional development opportunities that rely on 1-day, de-contextualised courses away from school.



2.3.2 Active Inspiration Playmakers draws on this knowledge to confront these challenges. The programme aims to not only positively affect the immediate experiences of pupils, but to improve the confidence, competence, knowledge, understanding and motivation of teachers with long-term benefits. It recognises that steps taken to change activity levels, while of real and immediate benefit, may be just a short-term solution if teachers are not involved in ongoing professional learning and development. The remaining chapters show how the programme intended to do this and what was achieved.

CHAPTER 3

THE RESEARCH PROGRAMME

3.1 THE RESEARCH

3.1.1 Research was an important element of the Active Inspiration Playmakers programme. It was designed so that the integration was focussed on teachers' specific needs. To ensure that the programme supported teachers well, there was a flexible approach allowing them access to the research when they needed it. This did have implications – as some schools gave more complete data than others. However, these variations have been taken into account in the analysis and the research process ensured that teachers were not overburdened at a time when they were simultaneously attempting to introduce change in their schools.

In complying with good ethical practice, as outlined by the British Educational Research Association (BERA, 2011), all participants were provided with detailed information about the research prior to obtaining consent. All participating teachers and their head teachers consented to the study, following ethical approval of the research protocol being granted by the university research ethics sub-committee.

PRIMARY EDUCATION STAFF NUMBERS

3.1.2 41 primary education staff from 4 groups around England attended a 2-day summer camp in Twickenham in 2015. This comprised 32 generalist primary teachers, 3 specialist teachers of Physical Education and 6 teaching assistants. A list of schools and their groups are in appendix C.

3.1.3 14 of these initial participants conducted whole school in-service teaching for the remaining staff. 6 teachers identified that they mentored other teachers in using the Active Inspiration Playmakers approach. Three Physical Education Specialists worked across many schools with teachers who co-taught the programme – therefore the number of teachers who indirectly received professional development is more than the 41 who attended the summer camp. Only 2 participants reported that they struggled implementing the programme due to the significant disruption in their school during the 2015 Autumn term.

Playmakers is estimated to have enhanced the Physical Education experiences of over 7,500 pupils.

NUMBER OF PUPILS

3.1.4 Due to their teachers' direct involvement, approximately 3,000 pupils have been introduced to the programme's activities during their Physical Education lessons. This figure is based on the average class size for the 34 primary generalist teachers and the 5 staff who taught Physical Education to many classes throughout the school day. The classes of 2 teachers who couldn't be involved due to significant school disruption aren't included in this data.

3.1.5 We acknowledge that the number of children indirectly affected by Active Inspiration Playmakers is a lot higher than this. For example, 14 teachers trained all teachers in their schools through professional learning activities and many of those teachers are now also implementing Active Inspiration Playmakers. 2 teachers organised whole school activities, whilst an additional 2 have targeted those pupils who are currently not involved with traditional forms of Physical Education. With the inclusion of those pupils who have been indirectly affected by Active Inspiration Playmakers, approximately 7,500 pupils have had better Physical Education experiences. We examine the effect of the programme on pupils' learning in Chapter 4.

3.2 PROGRAMME EVALUATION AND DATA GENERATION

3.2.1 Programme evaluation is comprised of qualitative and quantitative data. This mixture of methods provide a complete picture of the programme's effect on both teachers and their pupils (Gorard and Makopoulou, 2012). Data analysis followed a relative, repetitive process that integrated the data sources. The analysis was categorised by a constant comparison between the different sources to identify and subsequently code themes (Glaser and Strauss, 2012; Lincoln and Guba, 1985). **Table 3.2** highlights the number of responses from the data generation methods:

	pre-programme	post-programme
Interviews	10	4
IPAQ Questionnaire	41	24
Teacher Self-Efficacy Questionnaire	41	24
Open Questionnaires	41	24

TABLE 3.2
DATA GATHERING
METHODS

INTERVIEWS

3.2.2 Interviews took place many times over the academic year. The research team decided to have questions in a semi-structured format in order to ensure a co-constructed conversation between teachers and the researchers; and to avoid leading participants to a certain response (Westcott and Littleton, 2005). Designing open questions allowed flexibility when exploring teachers' individual experiences in relation to their emerging responses (Sirna et al. 2008).

QUESTIONNAIRES

3.2.3 Teaching self-efficacy was measured using a 22-item self-efficacy based questionnaire (Zach, Harari and Harari, 2012) that has been previously validated for use in this population (see Appendix D). A total of 24 teachers provided valid pre- and post-programme questionnaires. The questionnaire was divided into two sub-sections: (a) Challenging Motivational Learning (CML) (items 1-13, 15 and 16); and (b) Effective Teaching (ET) (items 17-22). Challenging Motivational Learning studies how well teachers feel that they can provide a positive, inclusive and developmental learning environment. Effective teaching considers how good teachers feel they are managing the demands of supporting learning with physical and time restraints; and the extent to which they can effectively plan and teach units of work, rather than just individual lessons.

3.3 SUMMARY

In the following chapters information is analysed at 2 levels. Firstly, to provide an overview of the overall effectiveness of the Active Inspiration Playmakers project and then to give a more detailed insight into the reality of applying change in particular schools. Chapter 4 considers these levels of analysis in relation to applying and implementing change in schools. Chapter 5 focuses on the effect of the Active Inspiration Playmakers programme on teachers and pupils through 10 case studies.

CHAPTER 4

THE PROJECT IN ACTION: THE DELIVERY OF CHANGE

4.1 EFFECT ON TEACHERS

TEACHING SELF-EFFICACY

4.1.1 This section examines the effect of Active Inspiration Playmakers on teachers' self-efficacy. Self-efficacy is defined by Bandura (1977) as one's belief in one's ability to succeed in specific situations or accomplish a task. Self-efficacy can play a major role in how someone approaches goals, tasks and challenges. Consequently, self-efficacy is strongly related to successful change.

"I feel more confident as a teacher as a result of Playmakers"

Kate Jelly, Abingdon Vale

"If you think you're getting the most out of your children, the maximum input from each individual, you will feel like you're improving as a teacher too. Using the Active Inspiration Playmaker models that we've been taught and encouraging each pupil to take part led to each pupil confidently taking part in lessons. We feel we have improved as teachers."

Ahson Ahmed, Denbigh Primary School

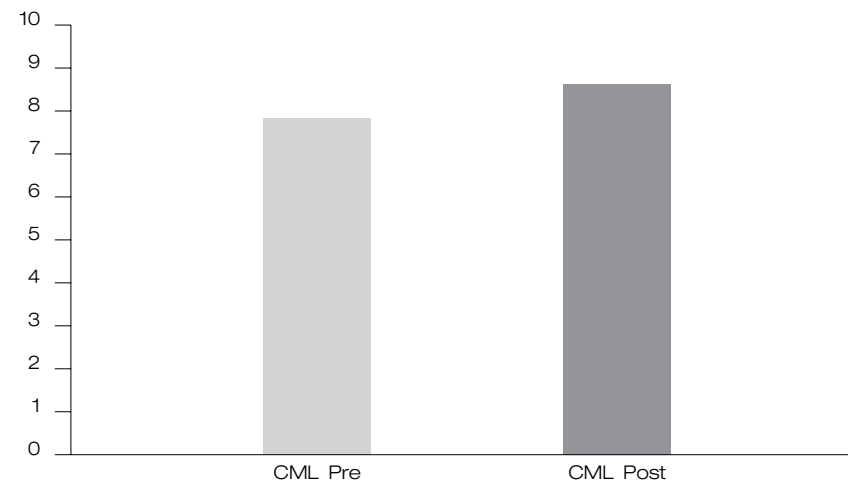


Figure 4.1.1 Teachers' ability to provide a Challenging Motivational Learning (CML), Pre - Post Playmakers programme. * $t(22)=-4.04$, $p=0.001$.

4.1.2 Figure 4.1.1 illustrates the mean questionnaire scores for 'Challenging Motivational Learning', collected pre (baseline) and post professional learning programme. Mean scores pre intervention (7.83 ± 0.95) and post intervention (8.63 ± 0.67), indicate a statistically significant ($P=0.001$) increase in teachers' beliefs that they have developed the skills to apply effective Challenging Motivational Learning. In particular, results show that the biggest improvements to teaching self-efficacy were in the areas of 'getting through to unmotivated students' (Q11), 'teaching a wide variety of activities' (Q1) and 'achieving full participation by students' (Q5).

4.1.3 Figure 4.1.2 illustrates the mean questionnaire scores for 'Effective Teaching', collected pre (baseline) and post professional learning programme. Mean scores pre intervention (7.61 ± 1.32) and post intervention (8.58 ± 0.78), indicate a statistically significant ($p=0.002$) increase in teachers' beliefs that they have developed the skills required for Effective Teaching. Specifically, results indicate that the biggest improvements to teaching self-efficacy were in the areas of 'coping with large number of students in the class' (Q18), 'increasing active learning time and decreasing organisation time' (Q20) and 'coping with constraints such as lack of space or equipment' (Q17).

4.1.4 Figure 4.1.3 illustrates the mean questionnaire scores for overall 'General Physical Education Teaching Efficacy', collected pre (baseline) and post professional development programme.

Mean scores before (7.75 ± 1.46) and after (8.62 ± 0.96) indicate a significant increase in a teachers' belief that they have developed their overall Physical Education Teaching Efficacy.

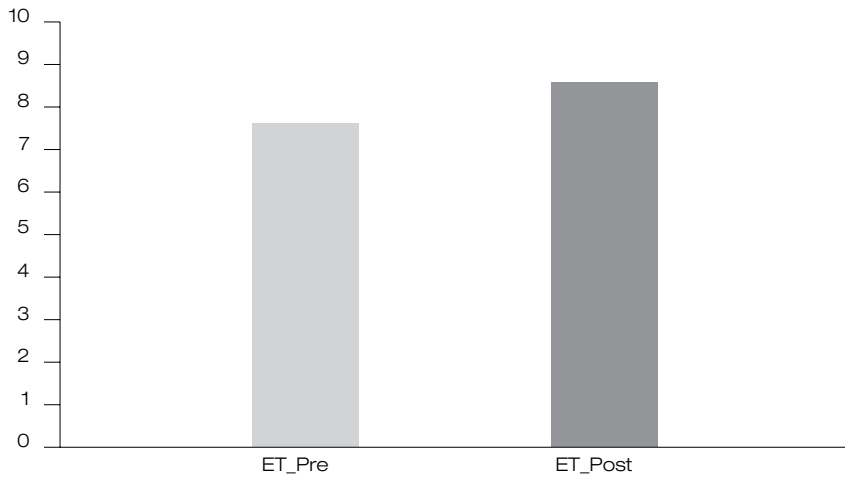


Figure 4.1.2 Confidence levels in teachers' ability to provide Effective Teaching (ET). Pre - Post Playmakers programme. * $t(22)=-3.43$, $p=0.002$

4.1.5 The increased confidence shown in the data was obvious in the interviews and questionnaires. The programme consistently supported teachers to become more confident:

“ I feel a lot more confident. I feel like I understand what strategies to use... I feel like I'm a better teacher overall. ”

Teacher, London

“ It has given me the confidence to try new approaches in the lessons. ”

Teacher, Northamptonshire

“ Increased confidence, increased knowledge and understanding of how to teach using models based practice rather than focus on sports taught. ”

Teacher, Luton

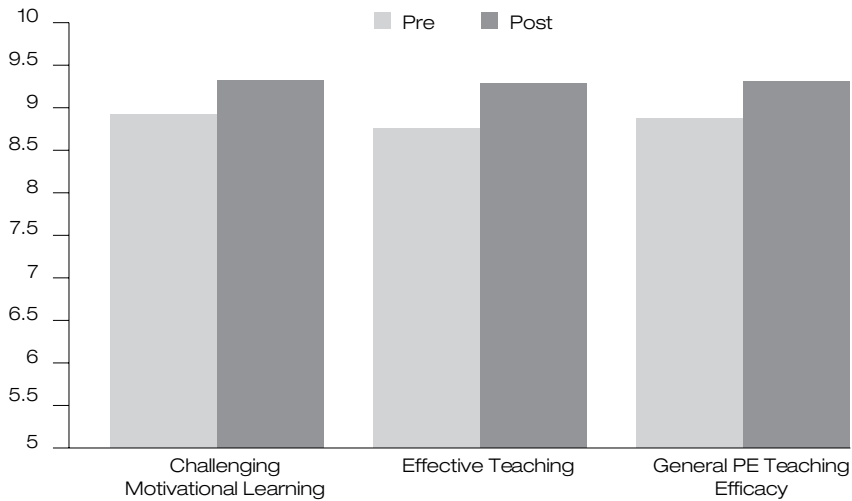


Figure 4.1.3 Teachers' General Physical Education Teaching Efficacy, Pre - Post Active Inspiration Playmakers.



4.1.6 One of the main reasons for the increase in teaching effectiveness was that teachers felt empowered, energised and stimulated by the programme; with an increase in motivation and passion for teaching Physical Education. Teachers said the following:

“ I feel energised. It stimulates my thought processes on delivery as well as content. Great to share experiences and adopt a growth mindset with the application of previously unknown educational models. ”

Teacher, London

“ I feel more passionate about what I do. ”

Teacher, London

“ Really positive experience. ”

Teacher, Staffordshire

4.1.7 The fact that the workshop was considered to be thought-provoking, stimulating and energising is a main feature in the process of change, as research indicates that teachers lead change. In a few cases where more than 1 member of staff from a single school engaged in the programme, the staff stated that Active Inspiration Playmakers encouraged ongoing discussion about their practice, ensuring that the teachers continued to be involved. Sharing experiences was seen as an important element of advancing practice, which is shown in section 4.5.

EFFECT ON PRACTICE

4.1.8 Teachers reported increased content (what to teach) and instructive (how to teach) knowledge in Physical Education. From the beginning, the Active Inspiration Playmakers workshop was extremely well received, providing a range of new strategies for teachers to support learning. However, there were big differences in how the teachers integrated Active Inspiration Playmakers within their teaching. Some teachers described the ideas as ‘instantly’ useable:

“ Ideas that can instantly be used in schools. Ideas for curriculum work back in school. Ideas to incorporate alongside existing ones i.e. toe-to-toe, Jigsaw. ” - Teacher, Northamptonshire.

“ The Virgin Active course gave me new ideas for a different approach to delivering Physical Education. ” - Teacher, London.

“ Using elements of the programme has allowed me to see a variety of skills that I may not have had access to, without it. ” - Teacher, Northamptonshire.



“ THE VIRGIN ACTIVE COURSE GAVE ME NEW IDEAS FOR A DIFFERENT APPROACH TO DELIVERING PHYSICAL EDUCATION. ”

Teacher, London

4.1.9 In contrast, some teachers struggled initially to integrate Active Inspiration Playmakers into their practice. For example, 1 teacher reported that she was finding the programme “hard to organise at first with small children”. This experience was similar to others who found that their pupils had to get used to the approach.

“I’m not saying it’s all plain sailing - half the Year 5’s couldn’t remember their alphabet or their letters, so we spent a lot of time coming back to home teams and sorting that out. Our children with poor memory and attention span definitely find it a challenge.” - Teacher, London.

“We spent the whole lesson planning and working out what would work. I gave each group a few bits of equipment and they worked out what to do with it. Some didn’t understand that the idea was for them to plan their part of the race - they thought it was a relay and they were using it for their own race, not part of a bigger race. A bit ambitious.” - Teacher, London.

4.1.10 Another teacher said how she had to adapt her practice and begin with a stronger organisational structure; assigning an image, rather than just a number, to each team. She would then gradually reduce as the year progressed. This was also noted by other teachers.

“...so Jigsaw A will have 4 different pictures and they choose as a group. That way they have a starting point and hopefully throughout the year as they progress, the pictures can be slowly removed.” - Teacher, London.

“Great format once the children were organised.” - Teacher, London.

4.1.11 For those teachers who were working with many age groups, they highlighted that such modifications were more necessary with younger groups.

“I have taught some Cooperative Learning lessons already in dance; a very simple version with a reception and nursery class and a more comprehensive lesson with a Year 3/4 class. Both lessons worked really well and the children seemed to get a lot out of it!” - Teacher, Staffordshire.

“Found Cooperative Learning model difficult to use with KS1. Cooperative Learning model worked well with Year 5 and 6.” - Teacher, London.

4.1.12 The ongoing support was central to the process of integrating Active Inspiration Playmakers. As a teacher comments, her initial issues were overcome following a workshop supported by one of the University of Bedfordshire facilitators in the Autumn.

“I used a 10-minute beginner to teach a skill to Year 1 children today after the meeting on Wednesday. We did toe-to-toe work using hoops as a guide to aid eye contact. The children were in groups of 4 giving each group a leader. It worked really well – giving them an opportunity to negotiate skills and tactics to win a simple game that was set up for them. Now to build on this!” - Teacher, London.

4.1.13 The evaluation of single day continuing professional development workshops is well recognised. It’s common that when applying change, teachers need to adapt ideas to their own contexts and to their specific group of pupils.

Despite the immediate increase in confidence following the first summer camp, teachers found the realities of changing their practice difficult. The ongoing professional learning support played a vital role in reassuring staff that they were doing well. One teacher summarised the views of many teachers – that he had been “Well supported by PE professionals from UoB [University of Bedfordshire] and Virgin Active”. Additionally, the comment below reveals the feelings of many teachers:

“It was great having Helen in today. Our discussion, observation and meeting with the head teacher made me realise how much of Cooperative Learning I had already worked in to everyday teaching. I feel it has improved children’s behaviour and the quality of PE teaching and learning. I hadn’t recognised this until today, so thanks Helen for your valuable time! I’m looking forward to sharing my experience with the rest of my team in better detail, now I have a better understanding of the programme.” - Teacher, London.

4.1.14 Over time, the teachers reported that their approach to teaching changed. Many began to give pupils more autonomy in their lessons. Teachers suggested that Active Inspiration Playmakers led them to play a facilitating role in lessons with many reporting that they began to ‘trust’ their pupils more. The word ‘trust’ was used by many teachers in describing the changing relationship with their pupils. Autonomy and ownership of learning is key for pupils to feel motivated and to discover additional physical activity experiences.

“My input became less – I became the facilitator.” - Teacher, London.

“Teachers able to stand back while children get on with activity.” - Teacher, London.

“Passed more trust to children through peer-to-peer work... and the programme added creativity to my teaching.” - Teacher, London.

4.2 EFFECT ON STUDENTS

4.1.15 While some teachers helped their pupils to act as facilitators, others found this process more challenging. Previous research indicated that it takes teachers time to learn how to teach in different ways. However, some teachers became very confident in creating opportunities for pupils to take on decision-making roles.

“I’m still learning how to not be a control freak and to stand back and allow the children to take charge of their learning.” - Teacher, Staffordshire.

“We have trained our Year 6 sporting crew to take the activities to sports days so they become facilitators. We are less like teachers and more motivators.” - Teacher, Northamptonshire.

ACTIVE INSPIRATION PLAYMAKERS ACROSS THE CURRICULUM

4.1.16 The Active Inspiration Playmakers approach was adapted to teach literacy, numeracy, science and many other curricular subjects. Although not a main objective, the possibilities for cross-curricular teaching and learning using the Active Inspiration Playmakers approach was a strength.

“I’ve used Active Inspiration Playmakers in all my lessons and it has been great across the curriculum.” - Teacher, Staffordshire.

“Jigsaw improved collaboration and worked well - transferred into maths and wider curriculum. Children now use their PE groups in other subjects.” - Teacher, Northamptonshire.

“Kagan structures used in the classroom so teachers are engaged with Cooperative Learning. Assessment within PE has been developed and has had an impact on other curriculum areas.” - Teacher, Luton.

“Have implemented it into science and literacy.” - Teacher, London.

4.2.1 Active Inspiration Playmakers was described as very inclusive of low achieving pupils who were able to participate with increased confidence. “All pupils are able to access and achieve... Active Inspiration Playmakers is not elitist” (Teacher focus group). This was also regarded as one of the main strengths of the approach. The interactive nature of the cooperative groups helped in eliminating previous divisions based on achievement and ethnicity.

“It has encouraged more children’s participation as a whole and to gain more involvement from children who had a tendency to shy away. It has helped dominant PE students appreciate the less dominant and help them to interact with them as a team. It has made pupils who are not fond of sport understand that keeping physically active is not only playing a sport. It has therefore made me get more children involved.”

Teacher, Luton

“We run a huge number of clubs at the school and one is an aspiration club aimed at children (or any that want to come) who opt out of sport. We use Playmakers as the basis for this.” - Teacher, Northamptonshire.

“In PE, it has given me a different perspective to look at teaching PE across a wider range of children.” - Teacher, Northamptonshire.

“Low ability students are able to participate more confidently. Children of all ethnicities are having a go.” - Teacher, London.

“Children all involved. More trust given to those who wouldn’t normally get it.” - Teacher, London.

“All were able to engage and participate fully.” - Teacher, London

EFFECT ON PUPIL INVOLVEMENT, MOTIVATION AND ENJOYMENT

4.2.2 An increase in pupil engagement was noted, with teachers frequently describing their pupils as 'wanting to do PE' and having a 'positive' and 'fun' experience in Physical Education. Active Inspiration Playmakers appears to have a wide appeal in terms of their pupils' involvement and enjoyment of lessons. One focus group of teachers summarise this: "Playmaking... Great for pupil engagement... What is it? I want in!" Other teachers commented:

"Students really embraced it and thoroughly enjoyed it."
- Teacher, Northamptonshire.

"The activity was received enthusiastically by all. They always enjoy their Virgin Active sessions, as it allows all ages to be creative and engaged in physical activity." - Teacher, Northamptonshire

"Children were engaged and enjoyed the activities. It was fun. It was child-led after the initial stages. The children were keen to do more."
- Teacher, Northamptonshire.

"Very enthusiastic, solved problems involving children who don't enjoy it... added creativity to teaching." - Teacher, London.

4.2.3 One teacher asked pupils in her first lesson what they found tricky and what was their favourite part. She shared their comments with other teachers online:

"What was the trickiest part?"

- thinking about what dance to do
- we have to work together, talk together and not mess around
- tricky to do it on the stage

"What was your favourite part?"

- climbing like a monkey
- swinging
- showing our moves

EFFECT ON COOPERATION AND COMMUNICATION

4.2.4 Teachers reported that 'toe-to-toe' group processing, where pupils stand in a small circle facing inwards and review their learning; and peer assessment were key roles in improving pupil communication and bonding. Listening skills, language skills, social skills, eye contact and tolerance of others were some of the areas of pupils' personal development. The programme also encouraged constructive peer-to-peer feedback, so all pupils had a voice in the activity.

4.2.5 Teachers recognised their pupils' growth in these areas throughout the year with the development of pupils' confidence and social skills.

"Social impact on children is high." - Teacher, London.

"Cooperative Learning is perfect for social and cognitive domain development." - Teacher, Luton.

"Tried out Zuu Chimps lesson schemes. Worked well, children communicating with each other... bonding." - Teacher, London.

**"I NOTICED IMPROVED TEAM WORK,
IMPROVED CONFIDENCE, STUDENTS MAKING
OWN DECISIONS, USING OWN IDEAS."**

- Teacher, Northamptonshire

"Children are more confident and resilient to criticism, they are more willing to 'have a go' and work better in groups." - Teacher, Northamptonshire.

"Students recognised the importance of team work and how you must contribute to be effective." - Teacher, London.

4.2.6 A number of teachers said that pupils' cooperative skills were increasingly being used in other lessons and areas of the school.

“Increased confidence, independence, engagement, leadership, empathy, teamwork, school games values. All reported in other areas of the school, e.g. Maths and English.”

Teacher, Luton

“I've really noticed it in their behaviour at playtime. The children are so much better at sorting out issues they are having and I've seen them use some of the communication strategies that we've used in Playmakers.”

- Teacher, Northamptonshire.

“Students in my Virgin Active group have developed tremendously, socially and personally. The confidence and independent learning skills especially as you can see them transferred over into their other lessons.”

- Teacher, Northamptonshire.

4.2.7 The Active Inspiration Playmakers approach challenged pupils to improve their own performance as well as their peers. Individual accountability for group achievement ensured that everyone's achievement was recognised. This approach has been important for inclusion – as shown in the next section – and this has had a positive effect on the confidence of 'some quieter characters':

“It's been good to watch some quieter characters grow in confidence. I would say leading; there are some who are now standing up for their 'part' in their home team, assessing what they're seeing and improving. And some children asking for help too.”

Teacher, London

4.2.8 Improved autonomy and leadership were also reported. This is most likely linked to the facilitating role that teachers took when teaching using the Active Inspiration Playmakers approach as discussed previously.

“Course has enabled me to gain more contribution/ leadership/involvement of children as a whole. The other teachers also saw a major impact on the participation of children. They also felt that the children feel more confident after taking lead roles.”

Teacher, Luton

“Have learnt ways for children to gain autonomy on their learning which is great.”

Teacher, London

4.2.9 Despite the widely accepted view that pupils were engaged and enjoyed Active Inspiration Playmakers lessons, at least 1 teacher indicated that her most 'dominant' pupils in Physical Education didn't enjoy being grouped with less confident and competent pupils. Whilst this is the only noted negative effect on pupil experience, it could be a case that other pupils didn't have good experiences. But a number of other teachers established that real benefits were seen when they assigned key roles to their 'dominant' pupils, who felt 'more valued' following these positions and went on to

“IT HAS BEEN AN EXCELLENT MODEL AS TO IDENTIFY LEADERS AND ALLOW THEM TO GROW THIS ROLE.”

Teacher, Northamptonshire

EFFECT ON PHYSICAL ACTIVITY AND HEALTH

4.2.10 Drawing on Virgin Active's reputation for the promotion of physical activity and health, a number of teachers chose to link the Active Inspiration Playmakers programme to school initiatives to promote physical activity and health. For example, 2 teachers in London used it as the focus of a Health & Activity Week at school:

"Followed up by a Health & Activity Week where all year groups tried out Jigsaw and designed a tag game." - Teacher, London.

4.2.11 In Staffordshire, 1 school is planning to integrate Active Inspiration Playmakers within a new 2016/2017 initiative to get pupils to run a mile every day at school with the programme stations at various points on the course. This aims to address the physical inactivity and obesity issues in their school. In Northamptonshire, 1 teacher integrated the programme into a club for children who didn't get involved in traditional sporting activities.

"Used the main aspects in our programme on a Friday afternoon. It worked extremely well as a whole for my Virgin Active club... healthy focus covered 40 children from Years 3-6." - Teacher, Northamptonshire.

4.2.12 Several teachers also commented how the activities improved their knowledge of:

"The importance of being physically active and the guidelines on daily physical activity requirements." - Teacher, Northamptonshire.

4.2.13 The knowledge and ideas about physical activity were also transferable into other areas within school. One teacher commented that they had learnt:

"About the value of active lifestyles and ways to incorporate this easily into everyday school life." - Teacher, London.

4.2.14 Research related to the effect of Active Inspiration Playmakers on physical activity levels in Physical Education lessons is mixed. A number of teachers saw the programme lessons as 'more kinaesthetic and faster paced' than their previous lessons, indicating a possible positive effect on pupils' daily physical activity. For those pupils who had been previously uninterested in Physical Education, Active Inspiration Playmakers had a significant effect on their activity levels.

"Children are becoming fitter and more engaged in physical activity." - Teacher, Northamptonshire.

4.2.15 In contrast, some teachers found that the physical activity levels within their lessons were as high as they could have been, particularly in the initial lessons where pupils were still learning about the Active Inspiration Playmakers approach. One of the main issues for teachers to consider when using the programme was the compromise between the development of social and physical skills:

"I felt like the children could have been more active, it was lot of the social element." - Teacher, London.

"It takes some getting used to and there's more conversation than I'd like but the children are getting there. Interestingly it's our Year 6's who have found it the most challenging so far. I think the conversation side of things is more the children getting used to the new groupings etc. But they've responded really well to it." - Teacher, London.



4.3 SHARING THE PROGRAMME

4.3.1 The majority of teachers chose to spread their learning through existing school professional development structures. This took a variety of forms linked to the support of the school senior leadership team, the role and confidence of the teacher in mentoring others and to other curricular programmes that were being introduced alongside in school.

4.3.2 For example, 1 teacher initially chose to share documents with other staff and what he had learned from the programme became available to others and as the Physical Education Coordinator – he filmed lessons for others to watch. Finally, he organised whole school professional development on models-based practice, expanding from the original focus on Cooperative Learning to also include 2 additional models – Teaching Games for Understanding and Sport Education. This was a complete and well-structured approach to sharing the programme.

4.3.3 14 teachers organised 1 or more whole school professional development sessions during the 2 terms following the Active Inspiration Playmakers 2015 Summer Camp. Many of these followed the structure of the summer camp using the resources and games, the teachers had explored at the camp. In all cases the teachers said they enjoyed it:

“Inset [In-Service Training] to whole staff team delivered, received well by staff, enjoyed practical Inset.” - Teacher, London.

“Have provided Inset which was well received, staff had opportunity to implement tag games and then play against other activity. This was in Health & Activity Week in school.” - Teacher, London.

“During Inset day, we showed the teaching method to fellow staff members and enabled them to gain more confidence in teaching their lesson using the Jigsaw method. All staff found this very effective and fun. I’m also covering PE lessons across full primary age range.” - Teacher, Luton.

“I’ve delivered 2 whole school Insets on Jigsawing. It had a really positive response from staff and children. I had two 2-hour sessions, so did a lot of practical with the staff.” - Teacher, London.

“I have shared Active Inspiration Playmakers ideas with all of my current staff. So far, I have led 4 Insets around the ideas and also support teachers to teach in Years 3,4,5 and 6. I think teachers are enjoying having something that lets them step back a bit.” - Teacher, London.

4.3.4 Many of the Active Inspiration Playmakers teachers were supported by the University of Bedfordshire facilitators in planning their Inset programme, particularly those who were still developing their confidence in Physical Education. Similarly, teachers wanting to share were put in contact with those who had already done Inset training for their schools to establish supportive teacher communities.

4.3.5 An alternative approach by some teachers was to mentor others in their school. This was particularly effective where the teachers participating in the programme were already working closely together.

“Did not do a staff meeting, approach was looked at through PE lessons whilst mentoring teachers.” - Teacher, Northamptonshire.

“Most of my role this year included working with NQTs, I teach first.” - Teacher, London.

4.3.6 Teachers who shared their experiences with colleagues reported that, although they really enjoyed the training, they needed ongoing support to adapt the practice to specific contexts and classes. The ongoing mentoring relationship support was regarded as important and it echoes the structure of the Active Inspiration Playmakers professional learning programme, which included ongoing support for teachers wanting to change their practice. A combination of Inset and mentoring was very effective in supporting colleagues to integrate Playmakers within their practice.

“I’m lucky that I have a team teaching in school for PE. So I’m spending time supporting them doing it, but other teachers have used Jigsawing in other lessons too, not just PE which I think is helping. They’ve all seen how they can implement it and I think it helps too, knowing it takes the stress off them being a lead all the time and stepping back slightly.” - Teacher, London.

4.3.7 Some teachers have yet to organise formal sharing of the programme, but have been inspired at workshops and the summer camps by peers’ experiences and are planning training in the future.

“I would like to have a staff Inset early in the year to try and get more staff on board. I have implemented into whole school planning. Maybe start implementing small aspects of Cooperative Learning, i.e. ‘toe-to-toe’, or have a club, so others can see what we’re doing and be inspired.” - Teacher, London.

4.4 THE COMPLEXITY OF APPLYING CHANGE

4.4.1 Fullan (2001) suggests the most challenging part of innovation is taking what looks like a potentially relevant, desirable idea and making it really work; especially for those who attended the Active Inspiration Playmakers programme. Although many left meetings aware of the problems and keen to find ways of integrating the programme, the biggest challenge was to find ways of putting it into practice. For example, when teachers were contacted during the year, there were at least 5 teachers that hadn't manage to make any changes. Even the schools that had made changes, did so to different degrees and speed. This section explores some of the factors that influenced change.

PRIORITISATION OF LITERACY AND NUMERACY

4.4.2 Some of the teachers said that learning something new was difficult due to the significant pressure during the 2015/2016 academic year with changes in the national curriculum and associated SPAG tests in Key Stage One. Also with the additional pressure related to literacy, numeracy and the practical implications of pupils being removed from Physical Education to focus on the 'core' subjects.

"CURRENTLY THERE IS A LOT OF PRESSURE ON TEACHERS IN SUBJECTS LIKE LITERACY AND I FEEL THAT TEACHERS DON'T PRIORITISE PE BECAUSE OF THESE PRESSURES."

Teacher, London

"Struggled with children leaving for interventions – therefore leaving their Jigsaw group. Also struggled with access to teaching PE taught by caretaker, whilst I had PPA." - Teacher, London.

"Even our Year 1's are getting involved, much smaller, with lots of pictures and a smaller Jigsaw." - Teacher, Staffordshire.

SOCIAL MEDIA AND SHARING OF PRACTICE

4.4.3 Despite providing training in the social media elements of the continuing professional learning, involvement with Facebook, Twitter and Google Hangouts was extremely varied between teachers. This resulted in a wide range of approaches being used, including individual school visits, phone calls, emails and texts. The online support

was designed to not only allow teachers to ask for help from the University of Bedfordshire facilitators, but also to encourage the sharing of practice. Sharing was slow to begin with – a number of teachers said they would like to 'see how everyone else is getting along' while only sharing a few details of their own practice.

"It's been quite difficult to see what other schools have been doing. Would like to see how everyone else is getting along. We have completed Olympic Tag and Mini Mudder. Am going to do Zuu Chimps after Christmas."
– Teacher, Northamptonshire.

4.4.4 Gradually, teachers began to share in-depth details and ideas for their practice via video to the group. Here are some excerpts:

"This is our Mini Mudder Rescue Mission. The children were split into their Jigsaw groups to design a section of the Mini Mudder Mission through group processing using the individual cards. The coloured bibs represented each of the Jigsaw groups. Young leaders were assigned to each group to facilitate ideas and encourage individual accountability. Each Jigsaw group then built their section and through trial and improvement made sure it fitted the criteria on the card. They then demonstrated their section to the remainder of the group. The final challenge was then for each Jigsaw group to complete the whole mission twice and the winner was the team with the most improved time. Time stopping only when last member crosses the finish line. The activity was received enthusiastically by all. They always enjoy their Virgin Active sessions as it allows all ages to be creative and engaged in physical activity."

"Our children creating their own Zuu Chimp dance. Jigsaw groups were used to create each element of the dance. Each group then performed their dance in sequence to a piece of music. All children thoroughly enjoyed creating their dances. The children then evaluated which dance met the criteria best from the cards. All dances were celebrated."
– Teacher, Northamptonshire.

"I have finally got around to sharing the videos I took last year of a Year 1 class having their first Zuu Chimps lesson. Here's a clip of one group's planning process...They absolutely loved it. Looking forward to teaching dance to my new class."

"This is the same group's performance. This is what they have put together after 1 lesson - their first ever encounter with the Jigsaw style."
– Teacher, London.

4.4.5 Despite the increased sharing of practice online, teachers reported that the workshops and summer camps were great for sharing their practice:

“Cracking summer camp. Was great to see and hear how people have got on with Playmakers, as well as a catch-up with friends.”
– Teacher, Northamptonshire.

PACE OF IMPLEMENTATION

4.4.6 The pace at which teachers progressed with the approach differed significantly. While some teachers were keen to move on from the initial model based on Cooperative Learning, others took longer to begin integrating Active Inspiration Playmakers and were keen to consolidate their learning with this model over time:

“I think when I do teach the lesson, it will be getting them used to each other, getting to know your stuff, maybe keep the groups smaller. I’ve got a nursery class too in reception, so will probably only take half a class at a time to really get them used to it. And then obviously work up to whole class. I think I will have to work on their independence, try and model the activity to them first, but make clear that they can be creative with it, try and have mixed ability groups so there’s some good role models in there. I think the half class will be good though as some children come out of their shell more in smaller groups. We’ve got a high proportion of EAL, so visuals will be really important. And yes maybe practising simple tasks like going to the stations and coming back to the same team, in a fun way, might help them to get used to it.”

– Teacher, London.

4.4.7 Those with very young pupils found that they spent longer integrating the structure and teaching pupils how to engage with the lessons initially before introducing the whole Jigsaw. However, the time spent teaching pupils how to participate resulted in high quality learning.

4.4.8 In contrast to those teachers who introduced Active Inspiration Playmakers over a longer time period, 1 teacher commented that he wanted to go forward faster in relation to the introduction of additional educational models:

“As a school, we are perhaps a lot further along the philosophical journey. I see that Active Inspiration Playmakers is a way in for schools who are a bit behind, who are looking to change their philosophy and approach.” – Teacher, Northamptonshire.



4.4.9 In advance of the summer camp in 2016, it was decided to spend some time sharing practice and discussing the implementation of Cooperative Learning as the first educational model of Active Inspiration Playmakers before introducing teachers to a second model – Health-Based Physical Education alongside their growing confidence and knowledge in the subject area.

ORGANISATION OF WORKSHOPS

4.4.10 It was identified that implementing change is a challenging process for teachers and ongoing support is necessary. However, on many occasions, the teachers struggled to get involved due to their school or personal lives:

“Unfortunately, I’m unable to make the group workshop on 8th October in the afternoon because I work in different schools. My timetable has changed since the course and I have to teach that afternoon. Would it be possible to chat to you after the meeting to find out what was discussed and to chat about my particular needs?” – Teacher, Staffordshire

“Unfortunately I won’t be able to make it from 4-6pm, as I have to collect my daughter after school.” – Teacher, Staffordshire

“I forgot we have parents evening, so won’t be home. Very sorry!”
– Teacher, London

CHAPTER 5

INDIVIDUAL SCHOOL IMPACT

4.4.11 As a result, some teachers relied more on phone calls and emails to support their developing practice. Although some staff struggled to engage with the ongoing professional learning programme, only a minority, due to exceptional circumstances didn't engage with any opportunities. For example, 1 school in Staffordshire didn't reopen at the beginning of the Autumn term due to a building issue. The timing of this disruption was particularly challenging as it happened during an influential time in the programme and as such, these teachers were out of step with the other teachers in their locality. Despite their desire to participate once the school had reopened, this became an ongoing issue as the teachers continued to face significant stress in addressing curriculum content missed at the beginning of the year.

"We are both very keen to meet but at the moment it is almost impossible as our school has closed due to an issue with the building work that was carried out over the summer. We have had to move to another site and start from scratch – with no resources, equipment or even tables and chairs. We are spending the evenings, until half term, doing up our classrooms and trying to improve our new site. Hopefully we will be able to catch up after half term when we have had time to settle in and get things sorted. It has been a stressful time for all of our staff!" – Teacher, Staffordshire.

This chapter focusses on the impact of the Active Inspiration Playmakers project on 10 case study schools indicating the changes made and drawing on teachers' perceptions of the impact.

NAME: JOANNA SWEENEY

SCHOOL: HOUNSLOW HEATH INFANT & NURSERY

Joanna studied a PGCE but received only a couple of days of Physical Education training during that year. She is currently a reception teacher at Hounslow Heath Infant and Nursery School in West London. This school has a high intake of pupils with English as a second language, as well as being a centre for children with physical disabilities and moderate learning difficulties. The school has 2 nursery classes and 7 reception classes with 653 pupils. Joanna has also been Physical Education Coordinator for the last 3 years. In this role, she has been able to attend other courses such as Real Physical Education, Tennis for teachers and local group meetings with their School Sport Partnership. As a result of this, Joanna is more confident in that she *'understands what strategies to use'* as well as being *'more passionate about what I do, I feel like I'm a better teacher'*.

She has found Active Inspiration Playmakers to be a *'really positive experience'*, where she has learnt the *'value of an active lifestyle and ways to incorporate activity easily into everyday school life'*. She also learnt how to support her pupils to *'gain autonomy'* with their learning. Using activities such as Zuu Chimps she was able to *'stand back whilst the children get on with the activity, the children really enjoyed it'*. At times, Joanna thought that the children could have been more active, due to the time taken for pupils to feedback to each other. But, she does recognise that this could be a result of needing more support to increase the intensity of the lessons.

Joanna has hosted whole school training and notes that some teachers have been positive, whilst others would benefit from attending the Active Inspiration Playmakers training. In response, she has requested a whole school Inset to be supported by staff from the Active Inspiration Playmakers programme. There is recognition of the pressure on staff, particularly from other subjects such as literacy, meaning some staff don't prioritise Physical Education CPD.

Joanna said she observed *'children enjoying and wanting to participate in Physical Education'* and that *'low ability pupils are able to join in more confidently'* as well as the *'lessons being inclusive'*. Going forward, she is considering developing a club for pupils to attend and for staff to be inspired by. And is also thinking about studying a Masters in Physical Education and Sport Pedagogy.

NAME: CAROLYN EVANS

SCHOOL: SPORT IMPACT - HOUNSLOW

Carolyn is a qualified secondary school Physical Education teacher. She's currently working across a number of schools in Hounslow as part of Sport Impact. Sport Impact is the School Sport Partnership for the borough and Carolyn provides support to primary school teachers to improve their confidence and competence in teaching, as well as to raise standards in Physical Education. Sport Impact provides support in Physical Education and school sport across 60 schools throughout Hounslow. Carolyn is the only member of staff to access this training, but has been sharing her experience through management meetings.

She says that she *'feels re-energised'* and she has enjoyed sharing *'experiences and growth mindset'* by applying Active Inspiration Playmakers. She feels it has *'stimulated my thought processes on delivery as well as content'*. Carolyn found the Active Inspiration Playmakers model difficult with Year 1 children, but Year 5 and 6 engaged and responded well with activities such as Mini Mudder.

Due to her role, Carolyn has been able to share her knowledge with teachers across the 6 schools and has mainly worked with Newly Qualified Teachers (NQTs). She recognises that pupils have identified the *'importance of team work and how pupils must contribute to be effective'*.

Carolyn is now considering studying a Masters in Physical Education and Sport Pedagogy. She is also going to continue to use the Active Inspiration Playmakers training and CPD to *'try more activity ideas with different year groups'*. She will also be connecting with a local university to provide support and training to students studying the undergraduate Physical Education course and is considering integrating the Active Inspiration Playmakers activities within their training.

NAME: MIKE BROWNLEE

SCHOOL: DOWNS JUNIOR SCHOOL - BRIGHTON

Mike started teaching after studying a BA (Hons) in Sport followed by a PGCE in secondary education. Currently, he's employed by SKIL in Brighton to provide additional support to teachers in 2 schools in Brighton. Whilst he has a background in Sport, Active Inspiration Playmakers enabled him to focus on primary Physical Education, not just teaching sport. He considers himself to be confident in teaching Physical Education.

Mike regards the Active Inspiration Playmakers programme to have enabled him to develop *'new strategies to incorporate ideas that develop pupils socially and emotionally during PE'*. Whilst he already felt confident taking Physical Education lessons, his confidence has improved in developing pupil competence. The focus on pupils' emerging social and emotional aspects has developed Mike's teaching to focus on *'helping pupils to be creative'*, whilst also *'challenging pupils to improve through working in collaboration'* with their peers.

Mike has shared his skills and knowledge through working with 6 Physical Education teachers, 4 coaches and 16 class teachers. His role to provide CPD to teachers has provided him with the opportunity to host training sessions. Mike regularly used the Google Hangouts to check his own understanding and approach, as well as receive feedback by the Active Inspiration Playmakers team. Reflecting on the successes, he considers that pupils now use games, not sports, as well as pupils being able to *'explain their learning'*. He has also seen his *'pupils increase in confidence'* in the subject as well as *'develop leadership skills'*. Mike is now taking an MA in Physical Education and Sport Pedagogy.

NAME: ANNE DAVIES

SCHOOL: LINGS PRIMARY - NORTHAMPTON

Anne works as a Higher Level Teaching Assistant (HLTA) at Lings Primary School in Northampton. She is also the school Physical Education Coordinator, a role which involves coordinating Physical Education across both Key Stages 1 and 2. The school which has 234 pupils ages 4 to 11 offers a rich, varied programme *'to widen their interests and develop their personal skills. The effective way that the school supports, cares for and guides its pupils is very beneficial in assisting their personal development and in meeting the many problems that they encounter'* (Ofsted, 2016).

Anne received training in Real Physical Education as the school invested in this. The training programme for it, where Anne was involved as a mentor to other teachers was going on at the same time as she was doing Active Inspiration Playmakers. While she found both complementary, such as the Jigsaw approach which worked well in Real Physical Education with Year 5 and 6 pupils, Anne struggled to integrate Active Inspiration Playmakers across all years.

The programme provided Anne with ideas that she felt *'has given me the confidence to try new approaches in the lessons'* and she incorporated many of these ideas in the school's existing Virgin Active programme on Friday afternoons, working with 40 children from Key Stage 2. She also said that Active Inspiration Playmakers has given her a different perspective on teaching Physical Education across a wider range of children, especially *'the elements of cooperative learning which work well in PE lessons'*.

Anne reported that the programme had a very positive effect on the pupils in her Virgin Active group, particularly in the development of their confidence, social and independent learning skills. She also felt that *'it has been an excellent model as to identify leaders and allow them to grow this role'*. Some strategies such as group growth; face-to-face, knee-to-knee, toe-to-toe peer assessment were shared with colleagues when Anne was mentoring them during Physical Education lessons.

She plans to integrate the Health-Based Physical Education (HBPE) model, shared with teachers during the final training camp, which has *'valuing a physically active life'* as its central goal – as she can see positive benefits of this. She is also aiming to involve all staff in a training day and subsequent school project.

NAME: TYRONE WEST & AHSON AHMED

SCHOOL: DENBIGH PRIMARY SCHOOL - LUTON

Tyrone is the Coordinator and Co-Curriculum Coordinator for Personal Development and Active Well-Being at Denbigh Primary School in Luton. Denbigh is a large primary school with 659 pupils – over 90% of pupils are from minority ethnic groups. The proportion of pupils with special educational needs and who receive pupil premium is above average. This is an improving school and was graded 'good' by OfSTED at their latest inspection (OfSTED, 2013).

Tyrone completed a BSc(Hons) degree in Sport and Physical Education and a PGCE in Secondary Physical Education, both at the University of Bedfordshire. He's a confident Physical Education teacher, being a keen sportsman himself and a regular in the gym. He has continued to develop his practice by attending regular professional learning events, including recent workshops on 'Healthy Active Lifestyles' and the annual County Physical Education conference.

Reflecting on the programme, Tyrone felt '*well supported by PE professional from UoB [University of Bedfordshire] and Virgin Active*'. His confidence increased including his knowledge and understanding of how to teach Cooperative Learning. He frequently used the Jigsaw structure in his Physical Education classes and initiated its use at the school's recent whole-school Rugby World Cup as an approach to teach the 'Haka'. Following support from a team member at the University of Bedfordshire, Tyrone successfully integrated additional Cooperative Learning structures, including 'Team Games Tournament' and 'Student Teams Achievement Divisions' in order to continue to challenge and develop his pupils.

The Active Inspiration Playmakers programme encouraged Tyrone to ensure Physical Education at Denbigh is taught in an inclusive way. This has included changes to the assessment processes and the use of different teaching approaches. He has led whole-school professional development workshops on Cooperative Learning, shared all Playmakers documentation with teachers at his school and has produced videos of himself teaching Cooperative Learning to show less experienced teachers how to structure classes. Tyrone feels that as a result of the programme and his subsequent work across the school, the profile of Physical Education at Denbigh has been raised. Also he has had reports of teachers using the Cooperative Learning structures in other subjects, which shows the powerful whole-school effect that the programme has had.

Throughout the year, Tyrone has seen many examples of a positive effect on pupils; they have shown increased '*confidence, independence, engagement, leadership, empathy, teamwork and school games values*'. These examples have been seen in Physical Education and other subjects, as reported by class teachers. Tyrone is keen to '*stay in contact with UoB*' and has been 'inspired to learn more about other models' such as Health-Based

Physical Education in the future. He is keen to continue to teach Physical Education using models-based practice, rather than focussing on which sports to teach, as he believes this will help pupils achieve better educational and physical potential.

Ahson has supported Tyrone to integrate Cooperative Learning into the Physical Education curriculum. He has taught a range of lessons utilising the principles of this model, most specifically the Jigsaw structure. The most success was seen in teaching a unit of dance to pupils who were tasked with creating their own moves, based on a focus area, and then teaching these to their team. This unit helped pupils use their creativity and leadership skills, ensuring all pupils contributed to their team's dance and provided an excellent level of inclusion. Some pupils didn't naturally take to the Jigsaw approach while others struggled to design ideas for dance moves, meaning additional support from the teacher was needed.

Ahson believes that the Active Inspiration Playmakers programme has had the most positive effect on gaining '*more involvement from children who had a tendency to shy away*'. He strongly believes that more children are actively involved in lessons. Teachers suggest that pupils who are not keen on Physical Education now '*understand that keeping physically active is not only about playing sport*'. Jigsaw, in particular, has been key in helping pupils gain confidence after taking on lead roles in lessons. This was observed in both Physical Education and classroom lessons. Cooperative Learning has helped the higher achieving pupils to appreciate the contribution of the lower achieving pupils, where they supported them to interact with all members of their team. Overall, Active Inspiration Playmakers has '*enabled more children to look at Physical Education positively*' and '*has encouraged more participation*' in both Physical Education and extracurricular activities.

Ahson would like to see more subject teachers integrate the principles of Cooperative Learning within their lessons, as potential lesson starters, main activities or as meetings.

NAME: MATT BUSHELL

SCHOOL: LINGS PRIMARY - NORTHAMPTON

Matt is a Key Stage 2 Leader and Year 6 classroom teacher at Lings Primary School in Northampton. The school has 234 pupils aged 4 to 11 years who Ofsted report as having weak personal and communication skills when they entered school, but it is an improving school and offers a rich, varied programme *'to widen their interests and develop their personal skills. The effective way that the school supports, cares for and guides its pupils is very beneficial in assisting their personal development and in meeting the many problems that they encounter'* (Ofsted, 2016).

Matt completed a PGCE in primary education and comments that through his primary teacher education, he had only about 10 hours Physical Education training. But, he has always *'enjoyed sport and physical activity so [is] always happy to teach PE'*. Matt has also received training in Real Physical Education as the school had invested in this and the training programme for the whole school was going on at the same time as Matt was doing Active Inspiration Playmakers. While he found both complementary, it was hard to share Playmakers within the school at the same time.

Active Inspiration Playmakers provided Matt with ideas that he felt could *'instantly be used in schools'* and in *'curriculum work'* and he found that the Active Inspiration Playmakers approach was easy to *'incorporate alongside existing ones'*, particularly structures such as *'toe-to-toe and Jigsaw'*. The programme helped in thinking educationally about his practice and Matt saw the Jigsaw approach as *'great across the curriculum'* rather than solely in Physical Education.

He said that the physical activity focus of Active Inspiration Playmakers had a particular importance for him. He drew on the inspiration of Virgin Active programmes such as Zuu Chimps which the children found *'fun and active'* highlighting that there were *'some great ideas for promoting healthy lifestyles.'* He also felt it *'really useful to be reminded of the UK physical activity guidelines for young people.'* This interest has translated into the effect of the programme on his pupils with Matt reporting that *'participation levels are increasing'* and *'children are becoming fitter and more engaged in physical activity'*.

Matt would like to continue this physical activity focus within Playmakers and increase the *'focus on the fitness side of PE (why we keep fit, types of exercise, effects on the body etc.)'*. He is organising a targeted intervention with the approach, where he will organise an *'extra club for selected children'* which will focus on *'individual fitness and motivation to exercise'*.

NAME: EMMA WILSON

SCHOOL: PIREHILL FIRST SCHOOL - STAFFORD

Emma is a Year 1 primary teacher at Pirehill First School in Stafford. The school has 300 pupils aged 4 to 9 and has grown steadily over recent years. The pupils enter the school with skills appropriate to their age and make good progress in the school with many exceeding expectations for their age by the time they leave.

Emma completed a PGCE in primary education and during her teacher education programme she had very limited training in Physical Education which she described as only *'a few lectures'*. She played hockey while at university and has been part of a hockey team. Despite her limited training and knowledge of Physical Education and her lack of confidence in teaching it, Emma became the Physical Education & Healthy Lifestyle Coordinator.

She has been on courses and activity days, where her *'passion and enthusiasm has grown'*. The courses have improved her *'confidence in delivering lessons and guidance to others'* in her role as Coordinator. Emma highlighted that Active Inspiration Playmakers has really allowed her *'to think about the subject, how to teach it, how to improve Physical Education, children's participation in Physical Education and being active'*.

In particular, Emma liked the Jigsaw structure as the *'children really enjoyed it'*. She spent a lot of time considering how the structure would work well for her pupils and modelled it for the children. She used her Physical Education budget to purchase *'coloured sashes so the children knew which home group they belonged to - with each sash having a sticker with a shape'* to identify the Jigsaw groups. She highlighted that once she had completed the initial work on making Playmakers a normal part of Physical Education, it didn't need much organisation and simplified her work. She could not imagine succeeding in integrating it, without making the commitment.

Additionally, Emma organised a whole school staff training to share Active Inspiration Playmakers to the other teachers. She organised the session to mimic what she'd experienced at the initial camp *'where they got to have a go'* although this was over a much shorter period. In general, Emma felt that *'it went well'* although she saw that the teachers needed more training and that only some began to use the approach. She would like *'to have more days like these'* to integrate the approach more and is already planning how to integrate it further within the school. As part of her role as Physical Education & Healthy Lifestyle Coordinator, she is integrating *'aspects of the model into her own and other teachers' planning'*. Also, the Playmaker activity cards are being integrated into a *'mile a day challenge'* that the school is doing from September 2016.

Emma highlighted that her pupils have made great progress this year and that the *'children are engaged and interested in Physical Education'* and that their *'enthusiasm in Physical Education is brilliant'*. Plus, she highlighted that the *'children are choosing to be active and to challenge themselves.'* She went on to note that *'they want to be active in school, both in lessons and play time'*.

NAME: LEE BRIDGE

SCHOOL: EATON BROOK PRIMARY - NORTHAMPTON

Lee works as a Year 6 class teacher and is also joint Head of Physical Education at Ecton Brook Primary School in Northampton. He runs an Aspiration Sports club for children who drop out of physical activity and is very involved in extra-curricular clubs. The school, which has 555 pupils ages 4 to 11 is based on 2 sites and is much larger than most primary schools. According to Ofsted, *'the proportion of disabled pupils and those who have special educational needs is above average'* and these pupils *'are making consistently good, and sometimes better progress across the school. This is because teaching assistants provide good support for their learning'* (Ofsted, 2015).

Lee gained Physical Education specific professional development whilst training as a primary teacher. He also received training in Real Physical Education as the school has invested in this. Lee viewed aspects of the Active Inspiration Playmakers programme positively in terms of teaching and learning, especially the Jigsaw approach which worked well with Year 6 pupils and transferred into Maths and the wider curriculum. As a result of the programme, Lee commented *'we move more as a class...and we have trained our Year 6 sporting crew to take the activities to sports days so they become facilitators'*. He also reported that the children had developed their confidence; they were *'more resilient to criticism and work better in groups'*.

Lee plans to integrate the Health-Based Physical Education (HBPE) model into school, which has *'valuing a physically active life'* as its central goal. He also aims to use Active Inspiration Playmakers to develop the school's Aspiration Club and Change 4 Life programme.

NAME: TRACEY ELLIS

SCHOOL: FOSSE PRIMARY SCHOOL - LEICESTERSHIRE

Tracey is currently a Physical Education teacher and School Sport Coordinator working across a number of schools in the Leicestershire area. She is a Level 5 Primary Physical Education Specialist and has a variety of qualifications in the subject, including sporting National Governing Body awards. Tracey has been giving Physical Education lessons from Years 2 – 6 over the last 10 years, developing *'my own programme in accordance with the National Curriculum and to suit students in the school'*.

She enjoyed the Active Inspiration Playmakers programme as it enabled her to *'watch the students' confidence improve'* and has allowed her to *'see a variety of skills'* that she *'may not have had access to'* if she had not gained a place on the training. Her main observation is that she has seen pupils gain more confidence with *'students making their own decision, using their own ideas'* whilst providing her with *'more opportunities to observe students'*.

Tracey, through her role, hasn't been able to share information directly to other teachers, but the effect on the pupils in the lessons she takes has *'helped with assessment'* and has been able to *'listen to pupils' ideas and implementing them in the next lesson'*. She echoes the positive effect the programme has had on pupils, *'improving team work'* and *'improving confidence'* to which Tracey is now using the model and has *'built a lot of the ideas into my planning long-term.'*

NAME: MICHELLE BARKER & NAOMI HALLAM **SCHOOL:** LOWTHER PRIMARY SCHOOL - BARNES

Michelle has been teaching for 3 years and is based at Lowther Primary School in Barnes, West London. She was attracted to the Active Inspiration Playmakers programme as the school *'strives to develop happy, confident individuals, who are well motivated, with the skills and knowledge to make their unique contribution to their locality and thus the world as a whole'*, including through Physical Education. The school has about 335 pupils ages 3 to 11, with above average proportion of pupils from a minority ethnic background with English as an additional language. Ofsted (2013) considers the school to have above average numbers of pupils with disabilities or those with special educational needs.

Michelle considers herself to *'feel confident in most aspects of Physical Education'* through her own enjoyment of sport at school. She reflects that the Active Inspiration Playmakers programme *'solved problems involving children who don't enjoy PE'* that it *'added creativity to teaching'* and that the *'social impact on children is high'*. She found the Jigsaw model difficult with Year 1 pupils, particularly the organisation of teams, so she focussed on the social element as a priority before building up her teaching to incorporate the Jigsaw approach.

Michelle has also used Active Inspiration Playmakers to influence other subjects she teaches, using the approach in science and literacy. It *'passed more trust to children'* through group growth and peer assessment, particularly with the knee-to-knee, toe-to-toe approach, as pupils were engaged and provided feedback to each other.

Michelle shared her knowledge of Active Inspiration Playmakers through a staff Inset session which *'was well received'* and *'staff had the opportunity to implement tag games'* as provided through the initial summer camp training. Michelle considers the Active Inspiration Playmakers programme to be successful in her school. She has the support of the senior management team and there is *'success in numbers'* as all the children are more involved with more trust given to pupils, particularly to *'those who wouldn't normally get it'*.

Now, Michelle is developing more programmes of work to teach as well as finding solutions to the issues she has experienced with the Year 1 pupils, so she can integrate the Active Inspiration Playmakers model in this year group.

Naomi has a BSc (Hons) in Sport Development & Coaching and did a PGCE to teach at primary level, which was 2 days of Physical Education training that *'focused on different sports, games and activities'*. Naomi considers herself to be *'confident in the teaching of PE'* due to her degree, not from the information and training she received on her PGCE.

Like Michelle, she considers Active Inspiration Playmakers to have given her *'new ideas for a different approach to delivering PE'*. She observed that through using the approach – the communication skills of pupils improved and that they *'understood the importance of accountability'*. She noted that her own *'input became less'* and that she *'became the facilitator'*; learning became autonomous and she had *'less planning'* to do for her lessons, as pupils became responsible for their own learning. She noted that all pupils were able to *'fully engage and participate in the lessons'*, regardless of ability.

Working with Michelle and school staff, Naomi is committed to continuing to develop the programme in the school.

CHAPTER 6

CONCLUSIONS

6.1 The Active Inspiration Playmakers project was established to address long-standing problems faced by primary Physical Education **among concerns about the physical inactivity and obesity of children and a lack of adequate Physical Education training for teachers.** Given that primary school children are generally positive about physical activity and sport, there appeared to be considerable potential to improve the quality of Physical Education. To do so would require a major transformation in the way Physical Education professional development opportunities are offered to primary teachers.

6.2 Active Inspiration Playmakers addresses this challenge through an ongoing professional learning programme. The project aimed to introduce wide-ranging change in practice in schools to **encourage the development of physical literacy.** It provided a research informed approach with ongoing and personalised professional learning opportunities for teachers.

6.3 The research has confirmed that **the programme had a significant effect on teachers' Physical Education teaching efficacy** in a broad range of areas, most notably 'coping with large numbers of students in the class', 'getting through to unmotivated students', 'increasing active learning time and decreasing organisation time', 'teaching a wide variety of activities' and 'achieving full participation by students'.

6.4 In addition to increases in teacher confidence, evidence clearly shows that teachers perceive that Active Inspiration Playmakers has had a considerable effect on their practice. Teachers reported increases to both content (what to teach) and instructive (how to teach) knowledge in Physical Education. **Ideas showcased during the programme were easily transferred to schools, as well as being adaptable for teachers to modify for specific contexts.** Teachers also indicated that the range and their pupil-centric teaching improved as a result of their experiences during Active Inspiration Playmakers. Specifically, teachers felt that they provided greater autonomy, responsibility and inclusivity to pupils. This allowed greater learner ownership of lessons as a result of increased trust. Teachers clearly considered how best to achieve the wide range of benefits that Physical Education offers (within the affective, cognitive, social and physical learning domains) which is essential for the development of physical literacy in pupils.

6.5 It was evident that while some teachers found that they could embed Active Inspiration Playmakers quickly into their practice after the 2015 Summer Camp, others needed additional support in adapting the programme to their specific context and pupils. It was also apparent that some teachers needed the **ongoing support to reaffirm their practice** and support their developing confidence in Physical Education.

6.6 It is important to recognise that **the teachers were trying to change their practice in environments that were not always conducive to change.** The research has been important in documenting teachers' experiences of trying to integrate the programme in their practice and revealing the constraints and challenges they faced. This recognises the pressures of continuous reform to the education system more broadly.

6.7 Although the teachers were not expected to share Active Inspiration Playmakers throughout their schools, **the majority of those involved chose to spread their learning to colleagues.** The key role of the individual teacher in promoting the project, despite many obstacles, is important to the broader success of the programme beyond the initial requirement.

6.8 Through the data, we see that the loss of a member of staff and the consequent absence of a specific person to move things forward placed the development and implementation of change in jeopardy. An additional consideration is that **teachers involved in Active Inspiration Playmakers have an increasing diversity of roles available to them, such as School Sport Coordinator, Director of Sport and Partnership Development Managers.** The extent to which teachers who change roles continue to move things forward in their new position is an aspect that would benefit from further research.

6.9 Despite the obstacles to implementing change in schools, there is little doubt, that where change has happened, teachers assert that these had **a positive impact on pupils' learning experiences.** A majority of teachers who applied change perceived an improvement in participation levels and enjoyment in Physical Education. Plus, they note that pupils' communication and cooperative skills have improved significantly while engaged in Active Inspiration Playmakers, highlighting the important cross curricular nature of this programme. Frequently teachers integrated the programme not only in Physical Education, but as an instructive structure across maths, literacy, science and other subject areas.

6.10 The overall conclusions of the research were that the Active Inspiration Playmakers project represented **a highly appropriate response to the long-standing, deep-rooted problems encountered in primary school Physical Education.** Teachers who were directly involved in the project and led it within their schools, were almost universally enthusiastic in their views of the relevance of the approach and the positive effect it had on their teaching of Physical Education. A significant number indicated a wish to engage in further professional learning activities, such as in developing their confidence and competence to teach Health-Based Physical Education, to support their pupils' physical literacy journey.



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APPENDIX

APPENDIX A - ESSENTIAL ELEMENTS

NON-NEGOTIABLE	DESCRIPTION	GUIDANCE
 SMALL GROUPS	Students work in groups no larger than five members composed of mixed abilities, social relations, and gender. Students work in these groups for the duration of a unit of activity.	Use the class register students to assign random numbers to denote group 1,2,3,4,& 5. These groups are then checked to ensure a mix of abilities, social relations and gender.
 GROUPS GOALS	Students are provided with a group goal to be achieved by the whole group.	Choose a task and create a goal that describes what you want the team to achieve by the end of this. For example, to create the next Olympic event.
 TEACHER AS ACTIVATOR	Students learn from each other rather than solely from the teacher. The teacher provides guidance, assistance, feedback and uses questions to help groups work together and learn.	Prepare resources for groups. During lessons observe groups completing their tasks, moving around all groups. If groups need support, start questions with what...?, how....?, when....?, where.....?, why....? Only provide direct support when needed.
 POSITIVE INTERDEPENDENCE	Students are dependent on each member of their team contributing in order to be able to complete the group goal. The group cannot complete the group goal without everyone's input.	Provide each member of the team with a different piece of information, task, or role so that all 5 team members are dependent on each other completing tasks to complete the group goal.
 INDIVIDUAL ACCOUNTABILITY	Students are assessed on their contribution to group work and/or measures are put in place to ensure each team member contributes to tasks.	Groups assess if everyone shared information, if someone doesn't share they are held accountable by group members and/or tick sheets are used by groups to identify that each person contributed.
 PROMOTIVE FACE-TO-FACE INTERACTION	Students have positive interactions with members of their group providing feedback, listening to each other, and encouraging one another.	Specific times in lessons are dedicated for students to discuss their learning and/or group work. Students are asked to stand toe-to-toe, knee-to-knee, face-to-face.
 GROUP GROWTH	The group reflects on how they have worked together and how they could improve their ability to work together to learn.	At the end of the lesson groups are asked to answer two questions "What went well in group work today?" and "What do we need to do to improve group work?".
 COOPERATIVE LEARNING STRUCTURE	A chosen Cooperative Learning structure is used. For example, Jigsaw, Pairs-Check-Perform, Student Teams Achievement Division.	Jigsaw is selected for the unit and the step by step instructions are used to guide lessons (see Cooperative Learning structures section).

APPENDIX B - ESSENTIAL ELEMENTS

Play Makers post lesson analysis tool

Date _____ Time _____ Class _____

1. What were your goals for the lesson
2. What did you see in your lesson that met your goals? Be specific
 - a. For you as a teacher
 - b. For your pupils
3. What were the most positive aspects of the class?
 - a. For you as a teacher
 - b. For your pupils
4. What aspects did you feel did not go well?
5. To what extent were the eight essential elements fulfilled?
6. What changes would you make to the lesson the next time you teach it?
7. Learning outcomes: Did you see learning occur? Specifically what?
For all students? (motor performance, understanding, social, self-esteem)
8. What are your specific goals for the next lesson?
What strategies will help you achieve your goals
 - a. Teacher goals
 - b. Pupil goals

APPENDIX C - LIST OF SCHOOLS AND GROUPS

Groups	School
London and the South	Hounslow Heath Infant & Primary
	Castle Hill Primary School
	Lowther Primary
	Clarendon School
	Norwood Green Infant & Nursery
	Downs Junior School (SKIL)
	Ark Academy (Wembley)
	Portslade Primary School
	St Mary's, Isleworth
Stafford	Walton Primary School
	St Lawrence Primary School
	Flash Ley Primary School
	Tillington Manor Primary School
	Pirehill First School
	Anson Primary School
	Stafford Sports and Performance Academy
Northampton	Headlands Primary School
	Abington Vale Primary School
	Lings Primary School
	Ecton Brook Primary School
	Weston Favell Primary School
	Simon de Senlis Primary School
Bedfordshire and Luton	St Lawrence VA Lower School
	The Meads Primary School
	Leagrave Primary School
	Denbigh Primary School
	Livingstone Primary School

APPENDIX D - PHYSICAL EDUCATION TEACHING EFFICACY QUESTIONNAIRE

PHYSICAL EDUCATION TEACHING EFFICACY (PETE)

How confident are you in implementing each item from the scale below in your teaching?

Please circle the appropriate response at the right of each item. Your responses will remain confidential.

Level of confidence	Low	High
How confident are you in your ability to...?		
1. Teach a wide variety of sports activities	1	2 3 4 5 6 7 8 9 10
2. Maintain a positive rapport with the students	1	2 3 4 5 6 7 8 9 10
3. Make students have fun and enjoy PE	1	2 3 4 5 6 7 8 9 10
4. Teach students principles of health related fitness	1	2 3 4 5 6 7 8 9 10
5. Achieve full participation by students	1	2 3 4 5 6 7 8 9 10
6. Develop students' motor skills	1	2 3 4 5 6 7 8 9 10
7. Influence the students to adopt a healthy lifestyle	1	2 3 4 5 6 7 8 9 10
8. Encourage students to appreciate fair play	1	2 3 4 5 6 7 8 9 10
9. Contribute to the mental, social, and emotional development of the students	1	2 3 4 5 6 7 8 9 10
10. Attend to all the students during the lesson	1	2 3 4 5 6 7 8 9 10
11. Get through to the unmotivated students	1	2 3 4 5 6 7 8 9 10
12. Influence students to persist in the activities	1	2 3 4 5 6 7 8 9 10
13. Identify students' motor deficiencies	1	2 3 4 5 6 7 8 9 10
14. Identify incorrect performances and provide appropriate feedback	1	2 3 4 5 6 7 8 9 10
15. Influence students to exert effort	1	2 3 4 5 6 7 8 9 10
16. Evaluate student improvement, not only achievement	1	2 3 4 5 6 7 8 9 10
17. Cope with constraints (such as lack of space or equipment)	1	2 3 4 5 6 7 8 9 10
18. Cope with too many students in the class	1	2 3 4 5 6 7 8 9 10
19. Adhere to the lesson pace (momentum)	1	2 3 4 5 6 7 8 9 10
20. Increase active learning time and decrease organization time	1	2 3 4 5 6 7 8 9 10
21. Focus on the quality of performance	1	2 3 4 5 6 7 8 9 10
22. Plan and apply teaching units (not 'isolated' lessons)	1	2 3 4 5 6 7 8 9 10



ACTIVE INSPIRATION

University of
Bath

