

**Cardiff School of Sport**  
**DISSERTATION ASSESSMENT PROFORMA:**  
 Empirical <sup>1</sup>

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<b>Comments</b>	<b>Section</b>		
	<b>Title and Abstract</b> Title to include: A concise indication of the research question/problem. Abstract to include: A concise summary of the empirical study undertaken.		
	<b>Introduction and literature review</b> To include: outline of context (theoretical/conceptual/applied) for the question; analysis of findings of previous related research including gaps in the literature and relevant contributions; logical flow to, and clear presentation of the research problem/ question; an indication of any research expectations, (i.e., hypotheses if applicable).		
	<b>Methods and Research Design</b> To include: details of the research design and justification for the methods applied; participant details; comprehensive replicable protocol.		
	<b>Results and Analysis</b> <sup>2</sup> To include: description and justification of data treatment/ data analysis procedures; appropriate presentation of analysed data within text and in tables or figures; description of critical findings.		
	<b>Discussion and Conclusions</b> <sup>2</sup> To include: collation of information and ideas and evaluation of those ideas relative to the extant literature/concept/theory and research question/problem; adoption of a personal position on the study by linking and combining different elements of the data reported; discussion of the real-life impact of your research findings for coaches and/or practitioners (i.e. practical implications); discussion of the limitations and a critical reflection of the approach/process adopted; and indication of potential improvements and future developments building on the study; and a conclusion which summarises the relationship between the research question and the major findings.		
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**Prifysgol Fetropolitan Caerdydd**

**CARDIFF SCHOOL OF SPORT**

**DEGREE OF BACHELOR OF SCIENCE (HONOURS)**

**SPORT & PHYSICAL EDUCATION**

**THE EFFECT OF PUPIL VOICE ON THE  
PROVISION OF PHYSICAL EDUCATION IN  
SECONDARY SCHOOLS**

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**THE EFFECT OF PUPIL VOICE ON THE PROVISION OF  
PHYSICAL EDUCATION IN SECONDARY SCHOOLS**

Cardiff Metropolitan University  
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## Acronyms and Abbreviations

<b>Acronyms and Abbreviations</b>	<b>Full Term</b>
CRB	Criminal Record Bureau
DfCSF	Department for Children, Schools and Families
DfES/DCMS	Department for Education and Skills/Department for Culture, Media and Sport
ECM	Every Child Matters Initiative
HQPE	High Quality Physical Education
NC	National Curriculum
PA	Physical Activity
PE	Physical Education
PESS	Physical Education and School Sport
SW	Sport Wales
WG	Welsh Government
ZPD	Zone of Proximal Development

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Diolch I chi!

## **Abstract**

The purpose of this study was to examine the effect of pupil voice on the provision of Physical Education (PE) in secondary schools in England and Wales. Eighteen participants were used in the study: fifteen pupils and three Heads of school PE departments. Semi-structured interviews were employed using three inductive themes, these were: *pupil voice*, *physical literacy* and *child-centered approach*. The interviews aimed to investigate the views and opinions of the pupils and Heads of the PE department on their perspectives and experiences of pupil voice, and to find out how it affected their PE lessons.

The study found that pupil voice plays a significant role in improving the provision of PE lessons. The teachers believed that a range of opportunities were available to the pupils to express their views in PE, however the pupils felt that more opportunities are required. It was noted that pupils gain a large range of lifetime skills when engaging with pupil voice and that pupil voice has helped to develop physically literate individuals. It was also highlighted that although teachers try to create child-centered learning environments within their PE lessons, there are still areas that they recognise could be improved, and pupil led sessions could gain prominence within the PE National Curriculum (NC).

**Keywords:** Pupil Voice; Physical Literacy; Child-Centered; High Quality Physical Education.

**CHAPTER ONE**  
**INTRODUCTION**

## **1.0 Introduction**

The aim of this dissertation was to investigate whether pupil voice can have an effect on the provision of PE in secondary schools. Since 1991 PE has enjoyed a privileged position as a statutory subject across primary and secondary schools within the UK (Talbot, 2008). In the last decade research has suggested that PE and Physical Activity (PA) contributes to a healthier lifestyle, helps to improve examination results and school attendance (Hassmen, Koivula, Uutela, 2000; Sandford, Armour, Bowyer 2004; Bailey, Armour, Kirk, Jess, Pickup and Sandford, 2006; Flintoff, Foster and Wystawnoha, 2011). Nevertheless, PE is still regarded as a foundation rather than a core subject in the UK's NC (Green, 2008).

### **1.1 PESS project**

The underlying purpose of PE is to facilitate and promote lifelong participation in PA (Green, 2008; Sandford *et al.*, 2004). The Welsh Government (WG) and Sport Wales (SW) have developed a partnership to help to improve the range and quality of sporting and exercise opportunities available to school pupils, by introducing the Physical Education and School Sport Project (PESS), which was implemented in 2001.

The main aim of the PESS project is to improve the quality of teaching and to raise the standard of PE in the NC. Amongst other things the PESS initiative ensures that teachers have access to professional development by providing them with training and the necessary resources they need, so that they can become better qualified, and therefore able to raise standards and improve the quality of teaching. This is most important so with primary school teachers as generally they have less knowledge about PE and are less confident at delivering it (Thomas, Davies, Reed and Thomas, 2012).

## 1.2 High Quality Physical Education

Since the initiative began there has been a significant improvement in the standard of PE, especially in primary schools (Estyn, 2008). This improvement is also reflected by the fact that the number of pupils taking PE at GCSE level has risen by 3% in the last year - 2012 (Thomas *et al.*, 2012). Creating an Active Wales (Welsh Government, 2009) emphasises the provision of High Quality Physical Education (HQPE) and the effective delivery of physical literacy as essential for young people to develop the skills, knowledge and confidence for long life participation in sport and physical recreation (Estyn, 2012).

HQPE was first defined in 2004 by the Department for Education and Skills/Department for Culture, Media and Sport in a document called HQPE and Sport for Young People (DFES/DCMS, 2004). The DFES/DCMS (2004) use ten outcomes to define HQPE. These ten outcomes are observed in children during a PE lessons when they are experiencing HQPE. They are: commitment, understanding, healthy and active lifestyles, confidence, skills, range of competitive/challenging activities, decisions, desire to improve, enjoyment and stamina, suppleness and strength (Appendix E).

*HQPE and school sport produces young people with the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health-enhancing physical activities in line with their abilities.*

(DfES, 2005, p4).

In the last decade there has been an increase in the research into HQPE specifically in primary schools (Flintoff *et al*, 2011; Ranier, Cropley, Jarvis and Griffiths, 2012). In secondary schools, it is the PE teacher's responsibility to ensure that they have the knowledge, resources and ability to provide a suitable learning environment that enables pupils to participate in, and experience HQPE.

### **1.3 Every Child Matters Initiative**

A child-centered approach was one of the main aims of the Every Child Matters Initiative (ECM), which was launched in 2002 by the UK Government. The initiative looked at ways to reform and improve children's healthcare in the UK and encourage lifelong participation in PA. It also expressed the need for adults to act as facilitators towards children so that they can understand the child's perspective and lifestyle. By adopting a child-centered approach it allowed the Department of Education and Skills (DfES, 2003) to specify five outcomes that mattered most to children and young people from birth to the age of nineteen. These were 'being healthy', 'staying safe', 'achieving economic wellbeing', 'making a positive contribution', and 'enjoying and achieving'. Regardless of background or circumstances every child is entitled to aspire to achieve these outcomes.

#### **1.3.1 Hart's Framework**

The Every Child Matters Initiative evolved from Hart's (1992) 'Hear by Right' Framework which first identified the idea of pupils being listened to, and engaged in the development of their PE learning. Twenty years on, the educational emphasis of getting children involved still retains the child at the heart of education. Hart's (1992) framework is based on the idea that "voices are nothing without hearers" (Noyes, 2005, p536). This framework promoted the notion that young people have a right to be involved in discussions that affect them, and that their participation is essential to improve services.

Hart looked at the active involvement and participation of young children. He proposed eight levels of pupil involvement using a participation ladder. The framework was still used by Badham and Wade (2008) when they described Hart's ladder starting from manipulation, through adult led but shared discussion, reaching towards children and young people initiating action and sharing decisions with adults (Appendix A). The purpose of Hart's framework was to put the child at the heart of discussion. The framework provided an outline of when and where children should involve adults, as well as when adults should involve children in group discussions.

The ladder illustrates that there is an enormous range of ways in which a child can get involved with discussion. This child-centered framework, builds on Piaget's (1975) and Vygotsky's (1978) theories, which both encourages the child to discover for themselves, but also emphasises that adults can help to guide the child to make decisions. This child-centered framework leads into the use of pupil voice, and the impact a child can have once given the opportunity to become involved in a group discussion.

#### **1.4 Pupil Voice**

Pupil voice is used to increase the influence of pupils in the provision of their own education by ensuring that their views are included when schools make key decisions (DfES, 2004). Pupil voice is becoming more established, and is becoming a key tool within schools to help to improve education (Rudduck and McIntyre, 2007).

#### **1.5 Study Purpose and Objectives**

The purpose of this study was to investigate whether pupil voice does have an effect on the provision of PE in secondary schools. This dissertation looked at three secondary schools: one in Cardiff and two in South Shropshire.

There were three objectives to this study: firstly to identify how much opportunity pupils get to voice their views on PE in schools; secondly to look at how physically literate pupils are in their PE lessons in schools; and finally, to see if teachers create a child-centered learning environment in their PE lessons.

**CHAPTER TWO**

**REVIEW OF LITERATURE**

## **2.0 Introduction**

There has been little research undertaken on the pupil voice, physical literacy and the child-centered approach in relation to PE, particularly in secondary schools. That which does exist indicates how pupil's voice can be used as a beneficial tool in schools to help improve aspects of the NC. It has been found that PE can help to improve physical literacy by using a child-centered approach. This child-centered approach is based on child development theories such as those of Jean Piaget's (1975) and Lev Vygotsky's (1978).

### **2.1 Pupil Voice**

It has been generally accepted that young people's voices have been largely "muted, silenced or ignored in much of the youth research and policy development to date" (Sandford, Armour and Duncombe, 2012, p66). This finding had also been highlighted by Prout and Hallett (2003); Alderson and Marrow (2004); and Brownlie, Anderson and Ormston, (2005). Traditionally young people were viewed as passive, vulnerable and angelic individuals, and were expected to adhere to the dictum of being seen but not heard (Meegan, 2012). The main reason according to Punch, (2002), is that young people are perceived as objects, and homogenous social groups, by adults. However, in the last few years young peoples' voices have become more recognised and accepted in society. School councils have been developed in schools, as a common strategy for giving pupils a more direct involvement in decision making within the school.

The pupil voice concept is perhaps best conceived as a nexus of ideas that focus on ways of giving young people a more active, participative role in their learning and in schools (Flutter, 2010). Young people are becoming increasingly viewed as competent and skilled individuals who are capable of reflecting upon, understanding and articulating their experiences (Heath, Brooks, Cleaver and Ireland, 2009) and who should be accepted as active rather than passive recipients of information, as they are the primary source of knowledge about their own views and experiences (Alderson, 2008).

Teachers are becoming more aware of the impact that pupils can have on improving educational standards and quality of teaching (Sandford *et al.*, 2012). There is growing support for providing authentic opportunities to hear young people's voices within society, and to allow them to express their own opinions freely. Some of the benefits of using pupil voice within research are: that it helps young people to gain confidence and learn new skills (Bryant, Lee and Levin, 1997), provides possibilities of empowerment, and presents a fresh perspective on familiar things (Rudduck, 2005).

More recently teachers have realised that a possible way to help to improve the provision of PE in schools, and to move it forward, is to listen to what the pupils have to say. To understand effectively pupils' participation in sport and PA, it is important to listen to how they express their views, meanings and experiences (Lee, Macdonald and Wright, 2012). Rudduck and McIntyre (2007) acknowledge that pupil voice is a key tool in schools' improvement, it is seen to raise the levels of pupils engagement, motivation and self esteem, and thus increase standards of achievement. The more educators give pupils choice, control, challenge and collaborative opportunities, the more motivation and engagement is likely to arise. PE plays a large role in educating pupils about health, wellbeing and lifelong participation. It is therefore important that pupils engaged thoroughly with PE in school so that they can see the positive benefits it has on their health, fitness and wellbeing so that it encourages them to stay physically active throughout life.

It is becoming more evident that pupils can have a huge impact in the running of schools and that they can provide valuable information about their learning behaviors (Nye, 2008). Pupils can share an insight into classroom management and the effective use of teaching styles (Cothran and Ennis, 2000). It is also apparent that pupils value fun in their classes, and, they can identify practices that contribute to it (Garn and Cothran, 2006; Smith and Parr 2007).

Pupil voice not only helps to improve active learning, but has also proven to have a positive impact on behaviour. Sandford *et al.*, (2012) note that engagement of pupil voices can help to tackle disaffection and disengagement within schools. The Department for Children, Schools and Families (DfCSF, 2008) supports this,

and suggests that improving engagement in learning helps to develop a more inclusive school environment, and improve behaviour and attendance. Involving pupils in a group discussion, for example in the school councils, encourages them to feel more involved within the school thus maximizes the effectiveness of their learning (Cothran, 2010).

It is important that pupils are encouraged to move from being passive to active participants within the school (Hodgkin, 1998). Using pupils as active participants can help to change and improve issues within the school. "Ascertaining young people's views can not only help researchers and policy makers to understand more about issues within school, but it can also help them to identify potential solutions and pathways to change" (Sandford *et al.*, 2012, p68). This finding has also been highlighted by Prout and Hallet, (2003); Flutter and Rudduck, (2004).

Courturier, Chepko and Coughlin (2005) investigated how pupils participate in PA in schools. Out of 5000 urban students 70% of them wished that they had an opportunity to have input into activities. They all valued having the opportunity to voice their own opinion, which not only helped the school but also was a valuable learning strategy for themselves (Sandford *et al.*, 2012).

The purpose of encouraging the development of youth voice is to clarify pupils "perceptions, opinions, ideas, needs and wants. If that voice is tainted or biased by adult influence, the original goal is lost" (Ellis and Caldwell, 2001, p82). There is danger that adults can dominate group discussions and this can mute pupil's voices, which can lead to misinterpretation, and lack of youth engagement.

According to Sandford *et al.*, (2012) pupils' views, opinions and contributions tend to be directed and/or limited by external, adult-led, research agenda. They contend that it is therefore the teacher's responsibility to sit back and allow the pupil's to express their views on PE issues. Ideally, the teacher should remain in the background, so that the child's learning can arise from natural curiosity and a desire to learn. Chall (2000) supports this argument and advises that if the teacher takes too much control it may inhibit the learner, diminish curiosity and deflate creativity. Therefore it is advised that the teacher should act as a

facilitator, as opposed to one who talks at length in front of the whole class.

Teachers should help to guide pupils in the right direction to ensure that they remain on track. It is suggested by Carlson and Hastie (1997) when pupils' and teachers' agendas overlap, a more positive learning environment can be created. It is important that teachers create a learning environment where pupils feel they can articulate their views and voices. Researchers need to find different ways to hear pupil voice, but more importantly, actively listen to, and have an engagement with, what is said (Oliver and Lalik, 2000). When pupils are given the opportunity to express their views, it is important that the school provides a safe environment in which they can speak, without fear of reprisal. Allowing pupils to express and voice their opinions on how they feel at school should help to encourage a positive school experience, which in turn can help to encourage lifelong participation in PA.

A recent report by Lee, et al., (2009) proposed that PE becomes less structured as you get older. According to the Health Survey for England (2004a) the amount of PA decreases through adolescence. Therefore it is important that pupils engage in PE at a young age, as it will help to improve lifelong participation as pupils' life choices are shaped by their past experiences, their current life chance and the perception of possible future (Evans, 2002).

## **2.2 Physical Literacy**

Physical literacy can be defined as the “motivation, confidence, physical competence, knowledge and understanding to maintain physical activity throughout the life course” (Whitehead, 2010, p12). Someone who is physically literate will have many of the same characteristics of someone who is achieving HQPE. “An individual who is physically literate moves with poise, economy and confidence in a wide variety of physically challenging situations” (Whitehead, 2005, p6). Furthermore the individual is perceptive when reading all aspects of their physical environment, anticipating movement needs or possibilities and responding appropriately to these, with intelligence and imagination.

It is important that young people develop physical literacy at a young age so that they have a wide portfolio of skills, which they can go onto practice and master throughout their teenager years. Sport Wales (2007) state that PE in schools is a perfect example of where these skills can be taught.

*PE in schools, delivered through curricular and extra-curricular activity, can perform a crucial role in developing physical literacy and sports literacy, as well as allowing access those who might have become disillusioned about PA*

(Sport Wales, 2007, p26)

Every child and young person, from an early age, should be provided with the skills and confidence to be physically literate, through high quality, engaging experiences. To achieve this Sport Wales believes that physical literacy needs to be given the same status in schools as literacy and numeracy (Sport Wales Vision, 2010).

The pre-eminent academic in this field, Whitehead (2005) states that someone who is physically literate is likely to interact with sensitivity and ease with others in group situations, and that they will appreciate the expressive quality of movement in themselves and in others. The provision of HQPE and the effective delivery of physical literacy are essential for young children to have the skills and confidence for lifelong participation in sport and physical recreation (Welsh Government, 2009). Whitehead's work looked at how PE can help to move people towards being physically literate. In his view PE lessons should aim to develop physically educated people, such that "with the intent of PE as the nurturing of physical literacy, there would need to be a move away from a prescribed activity-centered performance model, to a person centered participation model" (Whitehead, 2005, p7).

## 2.3 Child-Centered Approach

Several researchers have used a child-centered approach in the past (Fox, 1998; Vygotsky 1978). However Lev Vygotsky's (1978) and Jean Piaget's (1975) child development theories are two of the more common and recited theories, and are used as the main theoretical background to this research.

Piaget (1975) investigated how a child distinguishes between right and wrong. He used a game of marbles to engage his participants and to make them feel more at ease, so that they were distracted and therefore, when he spoke to them, they gave more conclusive answers. Whilst the children were playing, Piaget listened to them, and through the use of 'clinical interviews' and open-ended questions encouraged them to talk (Piaget, 1975). He watched how they interpreted and created their own rules for the game. Piaget's interest was to look at how children think. He insisted that children learn by acting on things and by using them in new and different ways (Davenport, 1998).

Piaget believed that children are naturally curious and are well motivated to discover things for themselves. Piaget (1975) introduced the notion of 'discovery learning', whereby children should be provided with materials and then left alone to discover things for themselves. An adult should not hurry or put a child under pressure, instead the child should be left to practice and figure things out for themselves. He noted that an adult should only intervene if a child cannot achieve something, and then the adult should only guide them to find a solution. It is important that the child actively explores and manipulates techniques for problem solving, but most of all, the child has to find it out for itself (Davenport, 1998).

Problem solving is at the heart of thinking, learning and development. People solve problems by reflecting on their own experiences, and through this they are able to construct their own understanding. Piaget's (1975) constructivism approach suggests that humans understand things better if they find out about them themselves, therefore in research the pupils would collect information, interpret it and come up with conclusions. During the focus group interviews used

in this study, it was evident if the pupils used this approach, or if adults intervened and made decisions for them.

On the other hand, Vygotsky's (1978) theory of child development had a different approach. He looked at the importance of the people surrounding a child. According to Vygotsky these people were seen as being crucial in supporting and enhancing the child's development (cited in Drewery and Bird, 2004). He focused not only on the child but also the interaction between people. He then moved on to look at the Zone of Proximal Development (ZPD) which is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development determined through problem solving under adult guidance" (Vygotsky, 1978, p86).

Both child-centered development theories differ. Piaget's theory works on the basis that the child must use discovery learning, whereas Vygotsky looks at how others can help to develop and guide a child through the stages of development. Vygotsky's approach will be reinforced during the interviews for this study by seeing if the pupil's feel that adults influence what is said and what is decided within their PE lessons.

**CHAPTER THREE**  
**METHODOLOGY**

### **3.0 Methodology**

This chapter outlines the nine elements of the process used in this study. It progresses through the requisite standards of research protocols, and describes how the samples were chosen. The methodology is explained, and the way the analysis would be conducted discussed. Finally the reliability of the data and the limitations of the study are explored.

#### **3.1 Research Justification**

“Research is a systematic process of discovery and advancement of human knowledge” (Gratton and Jones, 2010, p4). The aim of this study is to add to the research about the value of the contribution that pupil voice can make to the provision of PE in secondary schools. For the purpose of this study a qualitative research framework was implemented. Patton (2002) defines qualitative research as a form of research that produces a wealth of rich detailed information about people’s views and opinions on certain issues. Qualitative methods tend to use open-ended questions that get at the ‘why’ and ‘how’ underlying a phenomenon (Bamberger, 2000).

The method chosen to conduct this research was that of direct interviews. Interviews have been used extensively across all disciplines of research as a key method of data collection (Sloan, 2010). A semi-structured interview was used in this study, as it maintains a structured, and therefore repeatable, approach but also allows a large degree of flexibility (Sloan, 2010). Specifically, a flexible semi-structured interview guide was developed from the extant literature. This was in order to explore the participant’s experiences, views and any new issues that might arise, whilst retaining a core of standard questions as recommended by Rainer *et al.*, (2012). According to Gratton and Jones (2010), interviews are good methods of gaining rich data from a small sample group, as would be the case in this study.

Focus group interviews were conducted with PE students, as this allowed the participants to present their own views and experiences, whilst listening to other pupil's individual opinions and perspectives (Patton, 2002; Finch and Lewis, 2003). Similarly, Wilkinson (2004, p117) asserts that "focus groups are more naturalistic, than single interviews as they are closer to an everyday conversation in that they typically include a range of communicative processes". The benefit of using a focus group interview in this study was that the researcher could introduce the topic, and then facilitate discussion. This therefore allowed the participants to express their own view about the importance of pupil voice in their respective schools.

Other researchers, such as MacPhail and Kinchin (2004) and Rainer *et al.*, (2012) have adopted this approach in the past. Both studies investigated how different forms of pupil voice can be used to enhance education. Roberts *et al.*, (2006) suggested that qualitative research tended to be textual data, as opposed to numbers or measurements. As well as this, qualitative research also probes deep into thoughts, feelings and experiences of the individuals (Patton, 2002). Qualitative research was therefore considered to be a more suitable research approach for this study, as it allowed the subjects to have the opportunity to voice their opinions, and to discuss their views on how pupil voice can influence PE provision in their schools. McGee and d'Ardenne (2009) also noted that there is an increasing demand for research that is child-centered. Using the pupils as the primary source of research means that the data obtained is true and cannot be lost in translation (McGee and d'Ardenne, 2009).

### **3.2 Ethics**

Considering the ethical issues behind any study is extremely important, especially when carrying out research with children. Prior to starting the study Ethics Forms were submitted to the Cardiff School of Sport Ethics Committee at Cardiff Metropolitan University, to secure approval for the research project. Ethical approval was granted in September 2012. Before carrying out the study a Criminal Records Bureau (CRB) certificate was obtained for the researcher, via Cardiff Metropolitan University.

The Headteacher of each participating school was provided with consent forms and information sheets. These outlined the aims and objectives of the study, what was being asked of the participants: potential benefits of taking part; risk and rights; freedom to withdraw from the study; and the contact information of the researcher should the participants have any further questions (Appendix B). The school could only take part in the study after the Headteacher had signed the consent form. The Head of the PE department, participants and parents/guardian of participants were then provided with consent/assent forms and information sheets (Appendix C). As all of the pupils involved in the study were under the age of 18, informed consent of their parent/guardian was compulsory. "Informed consent means that no one should be involved in research as a participant without knowing about this and without having the chance of refusing to take part" (Flick, 2007, p.69).

During each interview another adult was required to be present, in order to comply with child protection policies. In each case the other adult present was the Head of PE. The implications of this are discussed later in this study. This other adult did not sit around the table with the pupils, or participate with them in any way, but in all cases they stayed in the room for the time the focus group interview was conducted. The Head of the PE department was interviewed before the pupils with the same interview guide so they were aware of the questions to be asked to the pupils.

Every effort was made to ensure that the participants felt at ease throughout the interview process, this including building a rapport with the researcher before the interviews commenced. Participants were informed about the interview procedure, and were told that they could withdraw from the study at anytime. During the focus group interview, questions were never directed at an individual.

### **3.3 Participants**

A total of eighteen participants took part in the study. This included three separate focus groups made up of five mixed gender pupils aged between 11-16 (years 7 to 11), with one student from each year group. In addition, interviews were held with each of the three Heads of PE departments. No specification was made regarding the aptitude of these pupils to PE in this selection. The schools and pupils were anonymised, and represented as A, B, C, and the participants as numbers 1-5, in the results.

### **3.4 Sample**

Three comprehensive secondary schools were selected on the basis of availability, personal contacts and geographical convenience. The Head of the PE department was asked to be involved in the study, because they have the best knowledge of their PE curriculum. The PE departments each provided five students chosen by the staff. Two of the schools were rural, and had approximately 600 pupils each, and the other school was based in an urban environment with approximately 1600 pupils, including a sixth form. A mixture of both boys and girls were provided by each school for the focus group interviews. Logan and Skamp (2007) suggest that gender could influence attitudes, opinions and views towards sport. All three schools provided a mixed age range of students, one from each year group in the focus group interviews.

### **3.5 Pilot Study**

Two pilot interviews were conducted prior to the start of the data collection. An interview took place with the Head of PE and then with a focus group of five pupils in a pilot school. Following the advice given by Greenbaum (2000) the pilot study was used to test the interview guide, to practice the researcher's interview technique and to check the audibility of the recording equipment. Following the pilot interviews changes were made to the wording of a number of questions to make them more child friendly. For example 'what does high quality PE mean to

you?’ was changed to ‘what does a good PE lesson look like to you?’ The pilot study endorsed modifications to the interview guide in the form of more age-sensitive language (Kumar, 2005). Another pilot interview was carried out to ensure that the revised questions were suitable for their audience, and that they were worded appropriately.

### **3.6 Procedure**

Initially twenty-five secondary schools from South Shropshire and Cardiff were contacted by letter and email, requesting their participation in the study. Out of the twenty-five schools, four schools agreed to participate in the study. Five schools declined to participate in the study, one school was being inspected during the data collection period therefore also declined, and the rest of the schools did not respond. Those who agreed to participate were provided with an in depth information sheet giving the aims and objectives of the study, along with consent forms.

After gaining consent, the schools were then contacted to arrange a time suitable for the interviews. This was conducted out of lesson time so that it did not impact on the students’ education.

Unfortunately, one school that had agreed to participate in the study was closed due to severe winter weather conditions on the day of the interviews, and a subsequent date failed to be secured, leaving three participating schools.

At the outset of each interview process, a verbal and a written introduction was provided, outlining the aims and objectives of the study and the confidentiality of the results; pupils were also assured that they could withdraw from the study at any time. Each interview took 20 minutes, and the same interview questions were used for both the teachers and the students (Appendix D). The teachers were interviewed alone first. The interviews were recorded using a dictaphone, this being considered the best form of information collection source in an interview (Holloway & Wheeler, 2002). Throughout the interviews verbal prompts were used to gain more in-depth information from the participants. All of the interviews

took place in an empty classroom away from other pupils and staff. Locating the interview in a quiet room enhanced the recording for the tape, and the overall quality of interview, as the participants felt free to talk without interruption (Holloway & Wheeler, 2002).

At the end of the interviews the participants were given the opportunity to ask questions and to add any other comments, this was also recorded. The teacher remained in the interview room throughout the period that the pupils were being interviewed.

### **3.7 Data Analysis**

An inductive content analysis process was adopted in this study, allowing the researcher to uncover new emergent themes (Cropley, Hanton, Miles and Niven, 2010).

The research was a qualitative study, with qualitative content analysis defined as a “research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns” (Hsieh and Shannon, 2005, p1278).

The data was prepared by transcribing each of the recorded interviews (Appendix F). The transcripts were repeatedly read through to achieve a sense of the whole transcript; they were then read through again word-by-word to capture key concepts. An open-coding system, where the researcher highlighted and annotated text, to make notes on his/her thoughts and first impressions was then conducted. This was done using the comment review tabs on Microsoft word. After this coding, themes started to emerge; these emergent categories were used to organise and group codes into meaningful clusters (Coffey and Atkinson, 1996; Patton 2002). The information was then transferred into a table so that comparisons between schools, pupils and teachers could be made (Appendix G).

### **3.8 Trustworthiness**

Lincoln and Guba (1985) said that “qualitative research should be judged on the bases of trustworthiness; as that is how a researcher persuades his or her audience (including self) that the findings of inquires are worthy of attention” (cited in Anderson and Marrow, 2004, p259). Lincoln and Guba (1985) used four criteria to judge trustworthiness, these being: credibility, transferability, dependability and conformability.

Lincoln’s and Guba’s criteria were implemented throughout the study to ensure trustworthiness. Credibility was used within the study through a process called member checking, whereby all of the transcripts were sent back to the participants to ensure that they were correct. Asking all participants’ exactly the same questions enforced dependability. Conformability has been achieved as all of the findings are rooted within the data, with all of the results being drawn from the transcripts. Lastly both the interview and focus group recordings were listened to numerous times to ensure that all the information was transcribed accurately.

### **3.9 Limitations**

There were a few limitations to this methodology; firstly the sample size was small, and therefore a true reflection of pupil voice may not be covered. Secondly the researcher could only interview the participants that the PE teachers had provided, therefore the pupils that were used for the focus group interviews could have biased views, and/or opinions towards PE and their experience of pupil voice. Finally, the most obvious limitation was that a member of staff had to be present in the focus group interview for child protection reasons. In all of these cases the only member of staff that was available was the Head of the PE department. Therefore the pupils’ responses may have been influenced by the teacher’s presence.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION OF FINDINGS**

## **4.0 Results and Discussion of findings**

This chapter will discuss the findings of the study. It will draw from the thematic analysis, and relate the results to current knowledge on pupil voice, physical literacy and child-centered approach.

### **4.1 Pupil Voice**

#### **4.1.1 Opportunity to express views and opinions**

According to Rogers (2005) pupil voice is the active opportunity for students to express their opinions and make decisions regarding the planning, implementation, and evaluation of their learning experiences. In the current study both teachers and pupils had the same perspectives on the purpose of pupil voice. The teachers indicated that pupil voice was not only a beneficial tool for the pupils, as it allowed them to have an input into school, but it was also useful for the PE teachers. This is supported by Sandford *et al.*, (2012) who stated that teachers are aware of the impact pupil voice can have on improving educational standards and the provision of teaching. The teachers interviewed indicated that pupil voice was a direct method of feedback:

*We try and use it to look at our curriculum and what we offer students and see if there is anything we need to try to provide and see how happy pupils are with our curriculum. Obviously pupils don't get everything they want, but they get some of the things they want and we listen to their opinions because they matter, it's their education.*

The pupils used pupil voice as an opportunity to:

*Reflect to teachers how we think maybe the lessons should and could be improved. They then take this on board and then improve how they teach the lesson.*

This illustrates that the pupils and teachers can work in harmony together, as they both know where they stand in terms of what they both understand as pupil voice. It allows them to come together with new ideas and suggestions to create a more inclusive learning environment whereby they can help to improve the educational

standards and provision of learning. If pupils and teachers had different understandings of pupil voice, then pupil voice would be less effective.

#### **4.1.2 Opportunities available to different age groups**

The study found that the opportunities available to pupils in PE were largely influenced by the academic year they were in. This was substantiated in all of the three participating schools. It established that pupils in KS4 had many more direct opportunities to choose their options in PE compared to pupils in KS3.

*When you get to year 10 you get a period of PE where you choose literally what sports you want to do out of a load of options in a block. You get to choose what you do for each term. Years 7,8,9 we didn't get any choice, we just did the core subjects.*

Although the curriculum is firmly established in KS3, the teachers in each school still took on board suggestions, and allowed the pupils to have opportunities to express their views and opinions through more structured, formal methods such as end of unit questionnaires and feedback forms. The teachers similarly asserted that the KS3 curriculum is dictated for them for a reason, they explained that the pupils need to learn and develop the foundations of PE, such as basic skills, techniques and personal skills, before having opportunities to choose their activities. As a result, in KS3 choice in PE lessons were limited.

*We pretty much dictate the curriculum for years 7,8 and 9, as they move into KS4 they can choose their pathway so the student voice works very effectively for that KS4 element. KS3 is very much dictated by us but we will still use or look at the student voice and see if there is anything else we can change but we believe that the curriculum is there for KS3, it is there for a reason, its been planned, we will look at what they say but it is less of an effect for us in KS3.*

The pupils however outlined how 'choice' makes them feel more involved within the school:

*I prefer having choice because its more fun and I engage more. I feel a lot more involved in school life now I have had choice and different opportunities. I think its ok not to have choice in year 7 because you are only new to the school, but in year 8 and 9 I think we should start to chose what we do.*

The results also highlight that within the last 5 years the structure of both the KS3 and KS4 PE curriculum has changed due to pupils expressing their feelings and opinions on how it can be improved. This suggests that PE teachers are more aware of what pupils can offer in terms of improving aspects of the curriculum. Alderson (2008) supports this, outlining that pupils should be seen as active rather than passive recipients of information as they are the primary source of knowledge about their views and experiences. As a teacher said:

*KS4 in particular has changed completely, it was very rigid, structured and now it is very flexible. Every half term the sports change, there is no boredom, they follow a pathway they want. And years 7,8,9 have changed as well. There were some very old fashioned units and through student voice they have helped us realise what needs to be looked into.*

This indicates that the teacher gave the older students, in KS4, more opportunity and responsibility. It also suggests that in KS3 the teachers feel that pupils need more guidance within lessons. The reasoning behind being given previously: so that they can learn the basic foundations in PE, which are essential building blocks for KS4 and hence why their opportunity is limited. It was highlighted by Rudduck and McIntyre (2007) that students engage more, and are motivationally driven, if they have opportunity to contribute to what they do. To encourage this, teachers said that they introduce some elements of choice into the KS3 curriculum by ensuring that they ask questions to pupils about the running and content of lessons. This gives them a sense of being valued by the teacher and helped to increase engagement. According to Kelder, Perry and Lytle (1994) health related behaviours learned in childhood are often maintained into adulthood. It is

therefore important to ensure that in KS3 pupils feel that they have some opportunity to influence lessons, to keep them motivated and engaged in PE.

#### **4.1.3 Feedback Opportunities**

Another aspect that emerged from the current study was the inconsistency of feedback opportunities. The results revealed that there were very mixed views on the written feedback opportunities available to pupils to express their opinions on PE lessons:

*We have a drop in box in the middle of the school where you can post any comments and that again is random not PE based. Another area we just simply ask them in lesson, so ask the pupils themselves and we get feedback then. We use a questionnaire, so a sample of students from all year groups will go into the PE office computer room. They answer a questionnaire on the likes, dislikes how they feel about their PE lesson - has it been too hard for them? Has it been too easy for them? Whether or not they feel they can access the curriculum.*

Although the teachers felt that these methods of feedback were viable and available to all pupils, many of the pupils implied that they felt that they had not had the opportunity to provide written feedback to the staff. When the pupils were probed further it was revealed that there were very mixed feelings about the opportunities they had had, and there was a large area of uncertainty about the feedback opportunities available to them.

*I don't think I have ever filled out a form, but they definitely ask questions and whether you have enjoyed PE this term and stuff like that. It is only offered to a selection of students, at random I think not all the students get it.*

This suggests that not all pupils feel that they have had opportunity to provide feedback to their PE staff, however other pupils have also expressed that they have had the opportunity to do so:

*Yeah feedback forms we do at the end of unit and stuff ... It's on paper, we have to fill in a table ... you can write your thoughts, it's like writing the good and bad of each module and how we can improve it ... we all do it, at the end of each module in every year.*

There was a misconception that teachers felt that all pupils were provided with plenty of different opportunities to voice their views on PE. At two out of the three schools interviewed, the teachers said that they provided questionnaires and/or feedback forms for pupils to provide them with feedback, however out of the fifteen pupils interviewed in total only a third of them were aware of these opportunities. Therefore the need to implement a more transparent and available method of feedback is required.

Currently pupils felt that although the teachers are approachable and they feel they can provide them with verbal feedback, written feedback is more valid. One school was aware of the inconsistency of feedback and emphasised how they are implementing a new system to help to improve pupil feedback:

*The plan is that the sports captains will be very influential within each house and in sports and hopefully they will be able to give us more feedback too.*

The PE teacher outlined that every tutor group in the school will be allocated a sports captain. Every month during tutor time the sports captain will gather feedback from their peers and report back to the PE staff. The sports captains are given a badge to wear on their uniform so that other students can identify and approach them if they want to express their views. The PE teacher highlighted that they are encouraging the sports captains to provide them with feedback about extra-curricular activities as well as their core PE lessons.

#### **4.1.4 Participation**

Green (2008) and Sandford *et al.* (2004) stated that the purpose of PE is to facilitate and promote lifelong participation in PA. Lee (2009) suggested that in order to understand young peoples' participation in sport and PA it is important to listen to pupils, and allow them to express their own meaning and experiences.

The results of the current study revealed that pupil voice has been a key tool used to increase participation rates in schools. Although the three schools maintained

that their participation rates are generally high, they were still interested to investigate why there were some students not participating. One teacher commented in his interview that:

*as a department we look at drop-out rates, with drop-out rates coming in mainly in years 9 and 10 and more often girls.*

In this instance the school then asked all the year 9 girls why many were not participating in PE:

*...we have listened to what they are saying which has resulted in getting more dance into the curriculum, more health related exercise into the curriculum and less team sports as they move up through the school, we have found that this had made a really big difference to the participation levels.*

This example illustrates that although direct choice is not available to KS3 pupils, there is a degree of flexibility within PE departments if they feel that it is necessary to increase participation rates. It could also be suggested that if teachers implemented pupil voice at the beginning of KS3, it could be used as a useful strategy to help to prevent drop out and disengagement in PE. A PE teacher's main aim is to create an inclusive environment for everyone to engage in PA, therefore this is a very good example of where pupil voice has been used to enable this to happen.

#### **4.1.5 Benefits of pupil voice in PE**

The study discovered that pupils develop many other personal attributes when they are given opportunities to express their views and opinions. Bryant *et al.*, (1997) believed that some of the benefits of using pupil voice are that it helps young people to gain confidence and learn new skills. The teachers demonstrated that if pupils can put across their views in a professional manner, their views are more likely to be taken on board, which will then in turn help increase the pupil's confidence. This was confirmed by the pupils, who said that when they were given opportunity to express their views, and they had the opportunity to choose what they did in lessons, their confidence increased. This correlates clearly with two teacher's comments, who both noted that the more able pupils wanted to have opportunities to coach other members of the class:

*... you can choose sports that are more suited to you, so that is obviously going to make you more confident in the sport you are doing. MAP (more able pupils) want to do it in a different way or have more opportunity to coach in the class at the same time, just gives them a bit more authority, not authority but confidence.*

This demonstrated that the pupils must feel confident in their PE lessons, otherwise they would not want to coach the other pupils. Having greater confidence could be due to having more responsibility, if the pupils feel they have responsibility and a bit of freedom and are able to coach others, they will become more competent and confident in what they do, thus increasing their development to become physical literate individuals.

The study also found that pupils felt they were given more recognition in PE lessons compared to other subjects. They expressed the opinion that they have more opportunity to make their own decisions, and this makes them feel more valued by their teachers. It also indicated that pupil's relationship with their teacher strengthened. As a result this made them more motivated to achieve, not only for themselves but also for the teachers.

*If we have opportunity to say what we think, we feel more valued by staff and then we want to achieve and perform well for them ... most of the time PE staff let us have some choice or a few options, that makes us feel that they like trust us, so we have a better relationship. If they respect us I find that I want to achieve more for them and me. I definitely feel more valued and I think the PE staff value us more than most of the other staff, they always make time to stop and speak to us in the corridor around the school too, they go out of their way to form relationships with us and they are always willing to listen.*

Making an effort with the pupils around the school, showing them that the teachers care and value student's views and opinions, helps to create a positive teacher-pupil relationship and thus the pupils feel more valued, which in turn enhances their self esteem. This is similar to the findings of the Cothran (2010), which suggested that involving students in a group discussion encourages them to feel more involved within the school and maximizes the effectiveness of their learning.

The students said that PE staff had good subject knowledge which enhanced the pupils' respect for the teachers and led to them being sort after as role models. The same conclusion was highlighted in all three inspection reports which identified that teachers' subject knowledge engaged and motivated students.

*They know what they are talking about; the male members of staff are awesome, there's nothing they don't know and if you have a problem they sort it out.*

The teachers also highlighted that by taking on board and valuing what the pupils say helped them to improve their lessons.

*You are always trying too improve your lesson ... if you can improve and hear what they say and take it on board and a lot of the time it helps with the relationship between pupil and teacher and helps with the class too.*

Therefore the better the teacher pupil relationship the more likely it is for teachers to receive an honest response. From this they can alter lessons to incorporate what students' want, which in turn maximizes the effectiveness of learning. If teachers build positive relationships it enhances pupil's moral and social development. The results of the current study found that pupil voice had a major impact on the behavior of students during the PE lesson. The results of the current study supported the findings of Sandford *et al.*, (2012) who indicated that the engagement of pupil voice can help to tackle disaffected and disengaged pupils within the school.

*I find that people behave better in class when they are given opportunity because they can do what they want to a certain degree. It's better because if we don't like something the teacher is doing then people like to mess around and the lesson is boring. But if we can help to choose or say that we don't like doing things people seem to enjoy it more because they are doing stuff they want to do. The lessons are more fun then.*

The school's inspection report (2010) stated that students feel that the most important aspect for teaching for them is when they are active in their learning; for them this is when the most enjoyment occurs. The DfCSF (2008) also believe that

improving engagement in learning can help to develop a more inclusive school environment and improve behavior and attendance.

Communication was another element that was highlighted from the interviews. Both teachers and students identified that the pupils' communication skills improved from having the opportunity to express their views. The teachers emphasised that if the pupils wanted to be heard and make a positive contribution, they needed to "... learn to have the ability to communicate effectively and efficiently, and to make sure that the argument they are trying to put forward has a strong core reason behind it". However, it was evident from the interviews with pupils that some had difficulty in expressing their views coherently:

*I think communication improves when you have to talk to people especially like different age groups and abilities.*

Communication is a key skill that is extremely important throughout life, and being able to communicate effectively is a highly beneficial.

Rudduck and McIntyre (2007) believed that giving pupils choice and challenging opportunities within their lessons can help to increase their self-esteem. During the interviews the pupils were asked how challenging they thought their PE lessons were:

*We get challenged quite a lot which I find interesting; it makes it interesting and not boring. With extra curriculum stuff too, like with clubs and stuff like that they definitely challenge you to get to training on time, make sure you go to every training session, make sure you perform in your matches and stuff like that its all challenge.*

When probed further it was revealed that pupils felt they could be challenged more often:

*I feel challenged in PE, but never too much out of my comfort zone.*

According to the 2010 inspection reports for two of the schools, teachers fail to fully extend the learning of the more able pupils. Therefore the PE staff need to employ more strategies to challenge these pupils. This could include: increasing

the intensity of PE lessons, adapting skills within the lessons or creating more problem solving situations for the pupils to problem solve for themselves. Parallel practiced could also be used within lessons to create more of a challenging environment for the more able pupils. Furthermore the more able pupils could coach the less able students within the class. Not only could this create a challenging environment for them, but it would also afford them and enhanced sense of achievement if completed successfully, which as a result would increase the individual's confidence.

Teachers expressed the opinion that pupil voice was a form of power that is given to the pupils which allows them to have authority within the school, a point also noted by Bryant et al., (1997) who identified that pupil voice within young people provides them with empowerment. One of the teachers commented:

*It's more empowering for them they get their own input if they get feedback opportunities or input into lessons. Or at least have some sort of feel that the lessons they are taking part in is partly there own. If they have that sort of recognition they can do a bit of coaching they feel more in power themselves more motivated and they feel more thought of.*

The use of pupil voice in schools has help pupils to develop many personal skills, which will be essential throughout life. These skills will also help to develop the physical literacy of a pupil.

## **4.2 Physical Literacy**

### **4.2.1 Understanding the term 'physical literacy'**

Whitehead (2010) defined physical literacy as the motivation, confidence, physical competence, knowledge and understanding to maintain physical activity throughout life. The overall understanding of the term 'Physical Literacy' was limited amongst all participants, both pupils and teachers. There was however more of an understanding from the teachers, although they remained uncertain of the meaning. One teacher who was fairly new to the role of the Head of PE and who was the most recently qualified, displayed the best knowledge and outlined physical literacy as:

*Every pupil gains the knowledge and understanding through PE of a healthy lifestyle, an active lifestyle and to take that through their whole life ... so that's knowledge and understanding (that) they gain at this age will be the basis for the foundations of a active and healthy lifestyle throughout.*

Although pupils and teachers did not recognise the term 'physical literacy', when it was explained to them some of them were able to identify the attributes and characteristics of physical literacy in their teaching of, or participation in, PE. The results indicated that all of the pupils in the study felt confident, motivated and physically competent in their PE lessons. A teacher expressed the view that:

*I think they are confident ... I think they are definitely competent, we are doing really well in a lot of our fixtures, not just A standard fixtures we enter B standard too and do well in these. In extended school stuff we seem to do very well in that so we are definitely competent.*

As far as the teachers were concerned, they felt that creating a positive relationship with their pupils was an extremely important aspect of developing a physically literate pupil.

*As long as you are open and honest and build that bond they will naturally be motivated, confident, inspired and make them feel wanted.*

It was also confirmed that pupils felt that working in teams made them more confident as an individual. The pupils indicated that the teachers helped to increase their confidence by giving alternative opportunities throughout the lesson, and that this provided further motivation.

*If someone doesn't feel as confident in a certain sport e.g. rugby the teacher will try and encourage them to make less contact and try and sell the sport to them in a different way.  
If you have good ability, that probably means you've got more confidence and confidence grows with going to matches and playing in matches and I think everyone is motivated and if they don't like it, I think the teachers try harder to motivate you.*

Although the participants were not familiar with the term physical literacy, pupils expressed that PE lessons had made them more motivated and

confident and thus PE lessons had improved their literacy skills. It could be suggested that for pedagogical reasons, the teachers need to be aware and emphasis the term physical literacy more within their PE lessons.

#### **4.2.2 High Quality Physical Education**

Whitehead (2005) stated that someone who is physically literate would have access to HQPE, and as a result have many of the same characteristics of someone who is achieving HQPE. The results revealed that both pupils and teachers felt that they were receiving and delivering HQPE. Out of the ten characteristics of HQPE, all of the schools agreed that they do not often achieve all ten in any one lesson, but they certainly achieve them over a period of a few lessons. The most important and most frequently occurring outcome was enjoyment.

Overall the results indicated that the teachers played a crucial role in helping to improve the physical literacy of a pupil. The knowledge, motivation and confidence pupils receive from their PE lesson at a young age is vital in helping to develop pupils' wider skills for life. This is supported by Whitehead (2010), who states that its important for children to develop physical literacy when young, so that they have a wide portfolio of skills which they can go on to master throughout their teenage years. Without this support the likelihood is that pupils will not develop the skills to become physical literate individuals.

The results highlighted that PE lessons were positive, fun, enjoyable and 'there's like a lot of banter too'. This indicates that these PE teachers are creating a positive, motivational climate within their classrooms, and therefore pupils are becoming more physically literate as they feel motivated and confident due to the learning environment that has been created. This is supported by Carlson and Hastie (1997) who stated that teachers need to create a learning environment where students feel they can articulate their views. Equally the teachers described the lessons as 'happy lessons'. This motivational climate that has been created also helps to improve teacher-pupil relationships. This was evident as pupils felt that pupil voice made them feel more valued by their teachers.

*I find all the PE staff pretty easy to talk to so if you have an opinion you don't feel bad saying it, it's nice and relaxed.*

In this environment pupils have no fear about expressing their views. The motivational climate created in the PE lesson provides a positive learning environment, which helps to bring out the honest opinions of the pupils. This resulted in teachers being able to act on what the students really want, which in turn results in a more successful and effective learning environment.

### **4.3 Child-Centered Approach**

#### **4.3.1 Problem solving and decision making**

As described, Piaget's (1975) notion of discovery learning is one of the main aspects of a child-centered approach. Piaget believed that children are naturally curious and are motivated to discover things for themselves. A pupil revealed that during their orienteering lesson:

*We can ask the teacher if we get stuck but normally they just leave us and it's more fun, because if we get all the stamps it makes us feel good as we did it on our own.*

This process of discovery learning allows the students to use a trial and error approach to reflect on their own experiences and through this they are able to develop their own understanding and gain a greater sense of achievement.

When the teachers were asked about the opportunities they gave pupils to problem solve, it became apparent that a range of different opportunities and methods were used. As one teacher said:

*We do a unit of Adventurous Activities so we do lots of problem solving in that. We get them to do orienteering so that's good for problem solving, working in groups, map reading. Also in gymnastics they normally give us a criteria so, when making a routine; you must have a clear beginning and end, a travel and a balance and then in our groups we have to come up with like a routine or solution.*

The pupils highlighted their opportunities to problem solve:

*They will let you have a go and don't intervene so you know what's right and wrong. Like in JSLA (Junior Sports Leader Award) a bit we had to deal with and talk about (was) the risks that might come up in our coaching session for safety. We also have like an orienteering course built around the school and the teacher lets us go off in groups and complete it.*

This suggests that a child-centered approach to physical literacy has helped to increase problem solving within schools. As the pupils become more physically literate they gain more knowledge and understanding to be able to problem solve successfully. Whitehead (2005) also supported the notion that creating a child-centered learning environment will help to increase physical literacy. However, although teachers in the current study provided opportunities for pupils to problem solve and discover things for themselves, it was indicated by the pupils that there were a lot of times where teachers had not made lessons particularly child-centered.

#### **4.3.2 Teachers influence on pupil voice**

According to Sandford *et al.*, (2010) young people's contribution tends to be directed, structured or limited by external, adult led, research agenda. The pupils indicated that the teachers:

*direct us more than limit us. If we suggest things to do like the aerobics swimming, they will take it on board and adapt it so that there is change but it is realistic and safe. They guide us really instead of directing, if they don't like an idea we come up with they might suggest something else that is similar but something we can still do.*

From the teacher's point of view, all three staff felt that they did not direct or limit students and that they acted more as facilitators. The only time where they felt they had to direct pupils was during sports such as javelin, where there needed to be a command style of teaching because of safety considerations. They felt that the majority of the time, PE is guided discovery based.

### 4.3.3 Pupil led learning

The results indicated that although a range of opportunities were available for pupils to problem solve, there were varying opportunities for teachers to create a pupil led session too. However the pupils indicated that they would prefer teachers to allow them to have a more child-centered learning environment to work in. The pupils also emphasised that a child-centered approach had helped them to build their confidence and they felt that pupils engaged more when they had to play an active role.

*Often teachers will take the warm up where it could be (done by) students. I think a student could take the warm up and cool down and this would also benefit us as we are doing GCSE PE and need to know warm up and cool down characteristics.*

The teachers also agreed, suggesting that creating a child-centered learning environment will be dependent on the particular sport, it was also noted that creating a child-centered learning environment was also dependent on the ability of the individual pupil. However it was highlighted by all the teachers that there were always more opportunities to make lessons more child-centered, and they agreed that this was an area that needed to be explored further. It could also be suggested that from the teachers' point of view being part of this study has encouraged them to reflect on their current lessons and thus are now more aware that they need to achieve more child-centered lessons.

To help pupils become more physically literate in PE, a child-centered approach needs to be adopted. Davenport (1998) stated that it is important for children to actively explore and manipulate techniques for problem solving, but most of all, the child has to find it out by themselves. By creating a child-centered learning environment pupils are given the opportunities to use trial and error to find methods that suit them. Pupils therefore are able to construct their own understandings of a problem, which allows successful learning to occur.

## **CHAPTER FIVE**

### **CONCLUSION**

## 5.0 Conclusion

This research has shown that the pupil voice has had a significant role in improving the provision of PE in the three secondary schools involved in this study. The results indicated that there were many opportunities available for pupils to feedback their views on PE lessons, and the majority of the teachers took these suggestions on board and altered lessons accordingly. The PE teachers regard pupil voice as a key tool for helping them to plan and structure their curriculum as was found by Rudduck and McIntyre in 2007. The pupil voice feedback methods included feedback forms, questionnaires and verbal feedback. However, it was indicated by pupils that more frequent feedback opportunities, particularly written or recorded feedback, should be implemented, which would help teachers to identify how to improve the provision.

Pupil voice was more evident in KS4, when compared to KS3. KS4 pupils were given frequent opportunities to choose the activities they participated in. Both teachers and pupils regard pupil voice as a beneficial tool that helped pupils to develop life skills. These included: communication, building relationships, confidence and motivation. Pupil voice had also been used to increase participation in PE lessons, specifically year 9 girls. It also helped to encourage disengaged pupils to participate in PE lessons by giving them opportunities to express what they would like to change in the PE curriculum.

The term physical literacy was unknown to the majority of the participants. However, although the pupils were not familiar with the term, it was still clear that both the pupils and teachers felt that they were developing the pupils' literacy skills. Therefore it could be suggested that the teachers need to make pupils more aware of the term physical literacy. Generally pupils felt that they were motivated and confident in PE lessons. It was found that PE teachers created a positive motivational climate and strong teacher-pupil relationships in PE lessons, which helped to improve pupils' confidence and motivation.

Finally, problem solving opportunities within PE lessons occurred frequently, and both pupils and teachers felt this was a good method to increase pupils' physical literacy, as well as creating a child-centered learning environment. Both teachers and pupils felt that a more pupil led learning environment could be created in PE lessons and would like this to be implemented into the PE curriculum more often. Pupils expressed the opinion that they would like to discover things for themselves, and felt that they benefit from a child-centered learning environment.

Overall this study outlined that the pupil voice is a valuable tool within PE. PE teachers realise the benefits of using pupil voice, particularly to help structure their lessons and to develop their pupils' learning. This study has enabled the PE staff involved to reflect on their teaching, and has raised awareness of how pupils benefit from a child-centered learning environment, and thus that a more child-centered learning environment needs to be developed in their in PE lessons.

### **5.1 Limitations of the study**

Although the study has provided many valuable insights into the effectiveness of pupil voice, certain limitations to the research have been identified. Firstly, the presence of the PE teacher in the discussion room may have influenced the responses from the pupils. Having a PE teacher in the room may have acted as a restraint on the pupils, and their true views and opinions may have not been expressed. At the time this factor could not have been changed, however this should be addressed, possibly by using peer led interviews, or introducing independent chaperones, if further research were to be carried out.

Secondly, the pupil participants were selected by the PE staff. They may have chosen pupils who were enthusiastic about PE, or who were more able pupils, and therefore this may not have been a typical representation of the school's pupils. Interviewing a random sample of pupils would be one method of addressing this concern.

Finally, the conclusions drawn from this study must be tempered by the limited number of schools that offered to take part in the study. Although the responses from the three participating schools were very similar, had more schools been involved, more data would have been available, and this may have led to a wider range of responses being highlighted.

## **5.2 Areas for Future Research**

Based on the main findings of this study, and consideration of the limitations, there are a number of potential areas for future research. These include:

- Whether pupil led PE curriculum planning is a commonly method used in other schools, and how school type and catchment impacts on this.
- Whether the presence of a teacher in the interview room impacts on pupil responses.
- Whether similar results, and benefits of listening to the pupil voice in PE, would be found in primary schools.
- Whether or not listening to the pupil voice results in better pupil attainment in PE examinations.
- Whether or not listening to the pupil voice results in better outcomes in team sports and interschool sports competitions.

Research into any, or all of these areas would add to the body of information on the impact of the pupil voice in PE. In particular, extending the same research methodology as described in Chapter 3 to a much larger number of secondary schools, would help verify the conclusions drawn from this study.

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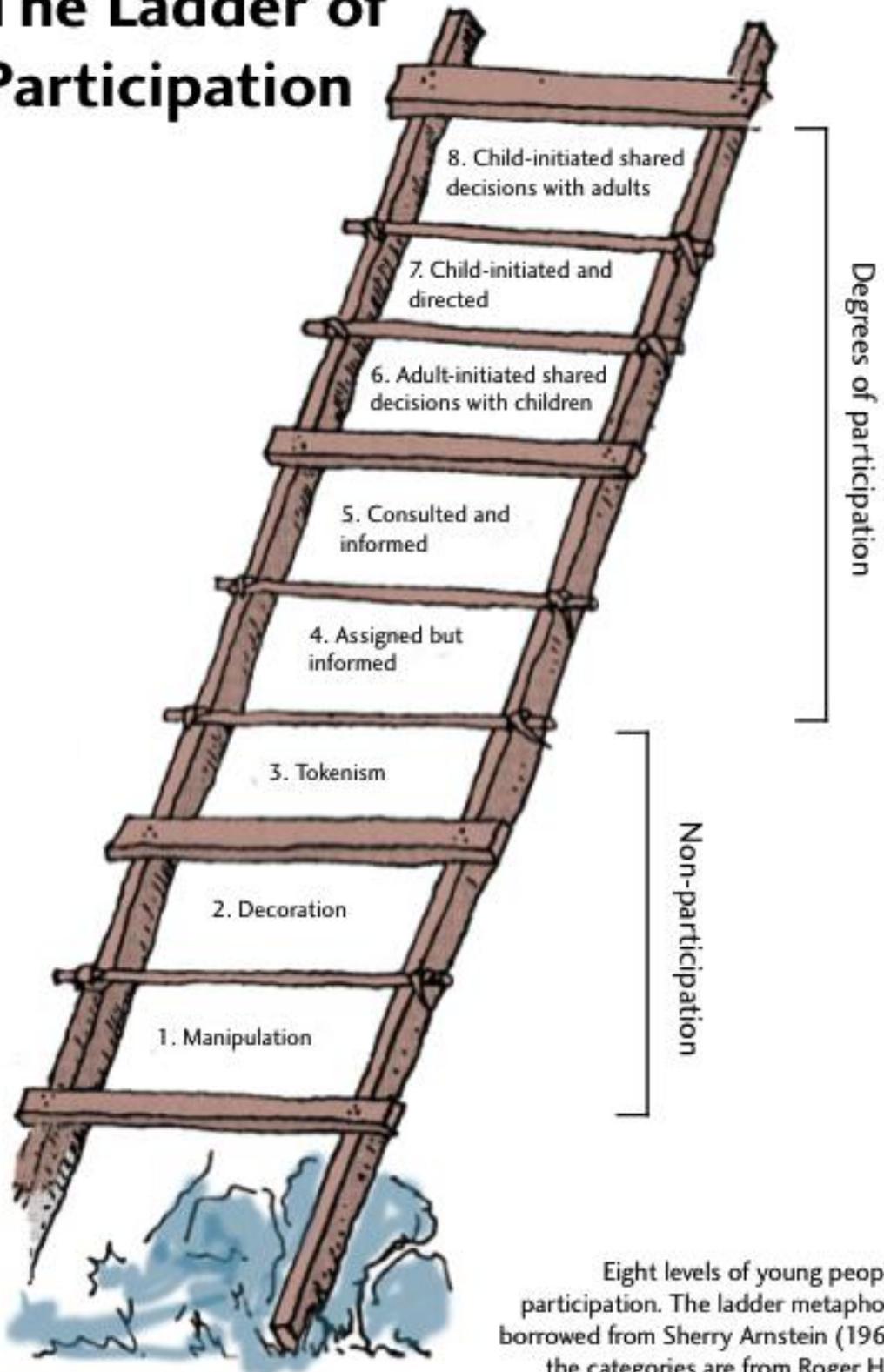
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## **APPENDICES**

# The Ladder of Participation



Eight levels of young people's participation. The ladder metaphor is borrowed from Sherry Arnstein (1969); the categories are from Roger Hart.

## APPENDIX B

### Cardiff School of Sport Ethics Committee

#### Head teacher Information Sheet

**Project Title:** The effect of pupil voice on the provision of physical education in secondary schools.

Dear Head teacher,

The purpose of this document is to assist you in making an *informed* decision about whether you wish your school to become part of this study, and to promote transparency in the research process.

This document provides a run through of:

1. The background and aim of the research
2. My role as the researcher
3. What will be asked of your students
4. How the school will benefit in taking part in the research
5. How the data will be collected
6. How the data / research will be used.

#### **1) Background and aims of the research**

I am sure you are aware that in the last decade it has become widely acknowledged that pupil's voices are becoming extremely important within schools. It has also been recognised that for teachers to improve their quality of their teaching and thus improve pupil's education, they need to listen to what the pupils say about their education and learning experience. It has therefore come to my attention that there is a large area of research that needs to be addressed within schools. An area to consider: is how effective pupil voice is in improving the provision of physical education in schools.

#### **2) My role as the researcher:**

The project involves Suzannah Ireland, the researcher, to take 20 minutes of your pupil's time outside of lessons to interview them within a focus group.

**3) What will be asked of your students:**

The pupils will attend a focus group semi-structured interview. The interview will be held in school, outside of lesson time. The semi-structured interview will consist of 5 pupils. During the interview I will ask them a few general questions about themselves and then ask specific questions, related to the research, to the group. The questions will be based around 'the effectiveness of pupil voice in your PE lesson'. I will take notes during the interview. The interview will be recorded and there will be another member of staff present for child protection reasons.

**4) How the school will benefit in taking part:**

The information we obtain from this study will allow better insight into how teachers can change and adapt their teaching styles and planning to help to improve the quality of your physical education. The research will help to look at how pupils feel about their education and use this information to present to staff. This will allow the staff to look at the benefits of listening to pupils, and the impact this has on their learning. By the end of the research teachers should become more aware of the importance of the pupil voice and use pupil voice more to improve the quality of teaching.

**5) How data will be collected:**

The data will be collected through a semi-structured focus group interview. Notes will be made during the interview, it will be recorded and another person will be present for child protection reasons.

**6) How the data / research will be used:**

In agreeing to become part of the research, you will be allowing me to use your pupils' responses from the interview and to include them within a larger data set that includes the data of other participants from two other schools. The pupil's personal data will be anonymous and will not be reported alone, but within the total sample of participants.

## **Students rights**

The school and the students are free to enter or withdraw from the study at any time. This simply means that you are in full control of the part you play in informing the research, and what anonymous information is used in its final reporting.

## **Protection to privacy**

Concerted efforts will be made to hide the pupils and schools identity in any written transcripts, notes, and associated documentation that inform the research and its findings. Furthermore, any personal information about the pupils and schools will remain confidential according to the guidelines of the Data Protection Act (1998).

## **Contact**

If you require any further details, or have any outstanding queries, feel free to contact me on the details printed below.

Yours Sincerely,

Suzannah Ireland

(Researcher)

Email: [st10001009@outlook.uwic.ac.uk](mailto:st10001009@outlook.uwic.ac.uk)

**Cardiff School of Sport Ethics Committee**  
**Research Parent/Guardian Information Sheet**

**Project Title:** The effect of pupil voice on the provision of physical education in secondary schools.

**Dear Parent /Guardian,**

The purpose of this document is to assist you in making an *informed* decision about whether you wish to allow your child to be included in the project, and to promote transparency in the research process.

This document provides a run through of:

- 1) The background and aim of the research
- 2) My role as the researcher
- 3) What your child will have to do
- 4) Benefits of taking part in the research
- 5) How the data will be collected
- 6) How the data / research will be used.

**1) Background and aims of the research**

In the last decade it has become widely acknowledged that pupil voices are becoming extremely important within schools. It has also been recognised that for teachers to improve their quality of their teaching and thus improve pupil's education, they need to listen to what the pupils say about their education and learning experience. It has therefore come to my attention that there is a large area of research that needs to be addressed within schools. An area to consider: is how effective pupil voice is in improving the provision of physical education in schools.

## **2) My role as the researcher:**

The project involves Suzannah Ireland, the researcher, to take 20 minutes of your child's time outside of lessons to interview them within a focus group.

## **3) What will you child have to do:**

The pupils will attend a focus group semi-structured interview. The interview will be held in school, outside of lesson time. The semi-structured interview will consist of four other peers. During the interview I will ask them a few general questions about themselves and then ask specific questions, related to the research, to the group. The questions will be based around 'the effectiveness of pupil voice in your PE lessons'. I will take notes during the interview, it will also be recorded and there will be another member of staff present for child protection reasons.

## **4) Benefits of taking part:**

The information we obtain from this study will allow better insight into how teachers can change and adapt their teaching styles and planning to help to improve the quality of your child's education. The research will help to look at how pupils feel about their education and use this information to present to staff. This will allow the staff to look at the benefits of listening to pupils, and the impact this has on their learning. By the end of the research teachers should become more aware of the important of the pupil voice.

## **5) How data will be collected:**

The data will be collected through a semi-structured focus group interview. Notes will be made during the interview, it will be recorded and another member of staff will be present during the interview for child protection reasons.

## **6) How the data / research will be used:**

In allowing your child to become a voluntary participant, you will be allowing me to use their responses to the interview and include them within a larger data set that includes the data of other participants within the focus group and from two other

schools. Your child's personal data will be anonymous and will not be reported alone, but within the total sample of participants.

### **Childs rights**

Your child is free to enter or withdraw from the study at any time. This simply means that they are in full control of the part they play in informing the research, and what anonymous information is used in its final reporting.

### **Protection to privacy**

Concerted efforts will be made to hide their identity in any written transcripts, notes, and associated documentation that inform the research and its findings. Furthermore, any personal information about your child will remain confidential according to the guidelines of the Data Protection Act (1998).

### **Contact**

If you require any further details, or have any outstanding queries, feel free to contact me on the details printed below.

Yours Sincerely

*Suzannah Ireland*

(Research)

Email: st10001009@outlook.uwic.ac.uk

## **Pupil's Information Sheet**

**Project Title:** The effect of pupil voice on the provision of physical education in secondary schools.

Dear Participant,

You have been asked to take part in a study that looks at how your voice can help to improve PE in your school. Your school has agreed to be part of this research project. The study will be led by Suzannah Ireland.

### **Why have you been asked to be a participant?**

You have been asked to be part of this study, as you are an active member of your school. By taking part in this study you will be able to try and help improve pupil voice in schools and see the effect it has on promoting high quality physical education.

### **What will happen if you agree to take part?**

You will be asked to come to a group discussion with four other pupils from your school. Here you will be asked a few questions and you will be given the chance to voice your view on the effectiveness of pupil voice in your PE lessons.

### **What happens next?**

If you agree to be part of the study, then there is a form for you to fill in on the next page. You will then need to give it to your parents/guardian so that it can be handed into the school office. If you have any questions or are unsure about anything you can talk to your parents, PE staff or contact me on the details below.

Thank you,

Suzannah Ireland

(Researcher)

Contact: [St10001009@outlook.uwic.ac.uk](mailto:St10001009@outlook.uwic.ac.uk)

**APPENDIX C**

**Parent/ Guardian Consent Form**

**Title of Project:** The effect of pupil voice on the provision of physical education in secondary schools.

**Name of Researcher:** Suzannah Ireland

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**Please fill this form in by ticking each box when you have read and understood the information. To be completed by Parent/Guardian.**

1. I confirm that I have read and understand the information in the sheet provided for this research study.
2. I have had the opportunity to ask any questions, and I have had them successfully answered
3. I understand that the participation of my child in this study is completely voluntary and that they can withdraw at any time without giving a reason.
4. I understand that information from the study may be used for evaluation and reporting purposes, but my child will not be identified.
5. I give permission for my child to participate in this study

Child's Name \_\_\_\_\_ Date \_\_\_\_\_

Name of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

\*A separate consent form is to be filled in by every child, regardless of relation

## Pupil's Assent Form

**Title of Project:** The effect of pupil voice on the provision of physical education in secondary schools.

**Name of Researcher:** Suzannah Ireland

Name of Participant \_\_\_\_\_

School of Participant \_\_\_\_\_

Please fill in the form by circling the faces next to the questions that you think is best for you.

If you understand and agree, circle this face 😊

If you are not sure circle this face 😐

If you do not understand or if you don't agree, circle this face ☹️

### **Questions (Circle Answer)**

1. I understand the research for this study and I know what will happen. 😊 😐 ☹️

2. I know that I can stop the study at any time, without a reason and this will be ok.

😊 😐 ☹️

3. I know that the information I give will be used, however my name will not be mentioned.

😊 😐 ☹️

4. I have had the opportunity to ask any questions, and they have been answered for me

😊 😐 ☹️

5. I am happy to be part of this study



Signature of Participant: \_\_\_\_\_ Date \_\_\_\_\_

Name of person taking consent: \_\_\_\_\_ Date \_\_\_\_\_

Signature of person taking consent: \_\_\_\_\_

Date \_\_\_\_\_

## Head teacher Consent Form

**Title of Project:** The effect of pupil voice on the provision of physical education in secondary schools.

**Name of Researcher:** Suzannah Ireland

---

**This form is to be filled in by the head teacher of the school. Please tick each box when you have read and understood the information.**

1. I confirm that I have read and understand the information in the sheet provided for this research study.
2. I have had the opportunity to ask any questions, and I have had them successfully answered
3. I understand that the participation of the school is completely voluntary and that the school can withdraw at any time without giving a reason.
4. I understand that information from the study may be used for evaluation and reporting purposes, but the pupils names will not be identified.
5. I give permission for my school to participate in this study

Name of School: \_\_\_\_\_

Name of Headteacher: \_\_\_\_\_

Signature of Headteacher: \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX D

### Interview Guide

Hello, I am Suzie and I am a third year student at Cardiff Metropolitan University studying a Sport and PE degree. As part of my course I have to carry out a research project. I have chosen to look at the effect pupil voice has on PE provision in secondary schools (standard/quality of PE). I would like to ask you a few questions about the opportunities you have had to discuss PE provision in your school.

Please try and be as open minded and as honest as possible when answering the questions. If there is anything you don't understand I am happy to explain it to you, so please ask. Don't worry if you can't answer any questions, there are no right or wrong answers, I just want to know your views and experiences of PE. All the information you provide will be confidential. Do you mind if I record you speaking so I can get more detail from the interview?

### Question code:

T = Teacher's Question

P=Pupil's Question

B=Both

### Pupil Voice

1. B: What does 'pupil voice' mean to you?
  - Opportunity for pupils to express feelings and views about the school.
  - The voice of all the pupils
  
2. B: What role do you think pupil voice plays in PE?
  - Gets people more engaged/feel involved
  - Allows pupils to put their views/opinions across about the lesson.
  - Help to improve and change aspects of lessons
  - Helps to make PE more child-centred?
  - Create a positive teacher-pupil relationship?
  
3. P: What opportunities are you given to express your own views and opinions on the standard of PE lessons?  
T: What opportunities do you give pupils to express their views and opinions on the provision of their PE lessons?
  - Feedback forms
  - Drop in sessions
  - Verbal

4. **P**: How have you benefited from having the opportunity to express your views on your PE lessons/PE experiences?  
If they have not had opportunity – Q. How do you think you would have benefited?  
**T**: How do you feel pupils benefit from having an opportunity to express their views about the PE they experience?
- Confidence
  - Motivation
  - Self esteem
  - Participation
  - Enjoyment
  - Feel more engaged/involved in the school
5. **P**: What other skills, if any, have you gained from being able to express your views about PE in your school?  
**T**: What other skills do the pupils gain from having the opportunity to express their views?
- Communication
  - People skills
  - Thinking skills
  - Independency
  - Imagine you have finished school and going into a job what skills have you gained?
6. **B**: How has the use of pupil voice helped to improve the provision of your PE lessons?
- Increase participation
  - More enjoyment
  - Pupils actively engage
  - Enthusiastic
7. **B**: How do you feel pupil voice can help to increase participation within the school?
- Feel more involved within the school
  - Increase participation
8. **P**: How much opportunity do you have to influence what you are taught in lessons? How do you feel about this?  
**T**: How much opportunity do you give pupils to choose what activities are carried out in PE lessons?
9. **B**: Can you describe to me what the environment is like in your PE lesson?
- Relaxed
  - Enjoyable
  - Stressful

- Command Style
- Motivational Climate
- Teachers use names – make you feel more valued

10. **A.P:** How much choice are you given in your PE lessons?

**B.P:** Do you face any challenges in your PE lesson?

**T:** How many choices and challenges are given to the pupils in PE lessons? How much control do you give the pupils?

- Can you decide what activities you do?

11. **P:** Do you feel teachers value your views and opinions?

**T:** Do you value pupils views and opinions and How?

- Do the teachers listen to what you have to say?
- Are you given opportunity to have your say?
- Have their been times where you have had an idea and taken it to the PE teacher and they have addressed it?

12. **P:** Do you feel that teacher's limit or direct pupil voice? How?

**T:** Do you limit or direct pupil voice? Why?

### **Physical Literacy** - (motivated and confident)

13. **B:** What does Physical Literacy mean to you?

- "It is the motivation, confidence, physical competence, knowledge and understanding to maintain physical activity throughout life course."
- Example – if you are motivated and confident in PE you are more likely to carry on being physically active throughout you life.
- Developing confidence/motivation and knowledge

14. **P:** How motivated, confident and physically competent are you in your PE lessons? And why?

**T:** How motivated, confident and physically competent are your pupils?

- Willing to try new activities
- Motivated to achieve the best you can
- Willing to demonstrate to the class
- Volunteer to answer questions

15. **P:** Are there any skills in your PE lesson that make you confident and what are they?

**T:** How do you provide pupils with skills and confidence to improve their physical literacy?

- Positive encouragement (praise)

- Team work

16. **P:** How have you learnt these skills?

- Working in groups
- Problem Solving

17. **P:** What would a good PE lesson look like to you?

**T:** What does High Quality Physical Education mean to you?

- Organized
- Fun
- Achieve all learning outcomes

18. **P:** Out of the 10 characteristics of High Quality Physical Education which do you experience during you PE lessons and when?

**T:** Out of the 10 characteristics of HQPE which do you think students experience and when do they?

- Show 10 outcomes of HQPE
- Enjoyment – Always keen to get involved?
- Committed – Always participate in PE/Remember kit.
- Healthy Active Lifestyle – Understand that PE can lead to a healthy lifestyle
- Confidence – Will volunteer to demonstrate/answer questions
- Skills - Apply and adapt a wide range of skills and techniques effectively.
- Understand – How to use and when to use game strategies etc.
- Stamina, Suppleness, Strength – Very rarely miss lessons and are physically strong enough to take part in activities.
- Show desire to improve – Determined to achieve the best possible results.
- Decisions – Come up with their own ideas and strategies to improve.
- Willing to take part in competitive, creative and challenge-type activities – Get involved in PE lesson and after school clubs. Happy to work on own and team.

**Child-Centred Approach** (Teachers challenge pupils in an environment by getting them to think and make decisions for themselves – problem solve)

19. **P:** How do you think motivation and confidence can help to create a child-centred learning environment?

**T:** How do you think Physical Literacy can help to generate a child-centred learning environment?

- More confident therefore keen to get involved and make your own decision?

20. **P:** What methods, if any, do the PE staff use to create a child-centred learning environment?  
**T:** How do you create a child-centred learning environment?
- Create your own games/routines
  - Do you make decisions in your PE lessons - or do the teachers make them for you?
  - Are you given opportunity to discover things for yourselves?
21. **P:** In your PE lessons can you give me some examples of when you are given the opportunity to problem solve and discover things for yourself or is everything teacher led?  
**T:** What opportunities do you give pupils to problem solve and discover things for themselves?
- A new rugby move – does it work, which way does it work best?
  - Gymnastic creating a new routine
  - Netball – which shooting technique works best?
22. **P:** How could the teachers make the PE lesson more pupil lead?  
**T:** How could you PE make your lesson more child-centered?
- Create a problem, allow you to solve it.
  - Allow you to discover things on your own instead of giving guidance.

## APPENDIX E

### HIGH QUALITY PHYSICAL EDUCATION (HQPE)

#### You will experience these characteristics when engaging in HQPE

1. You are **committed** to sport and make it a central part of your life - both in and out of school. (Don't miss PE lessons and always bring your kit!).
2. You know and **understand** what you are trying to achieve and how to go about it. (You know how to use composition, choreography, problem solving).
3. You are aware of how PE and sport contribute to a balanced **healthy, active lifestyle**.
4. You have the **confidence** to get involved in PE and sport. (Don't mind trying new activities, helping others, being in teams and clubs).
5. You have the **skills** and physical control that you need to take part in PE and sport. (Show good body control, fluency and accuracy in body movements.)
6. You are willing to take part in a range of **competitive, creative and challenge-type activities**. (Happy to work as an individual as well as in a team.)
7. You think about what you are doing and make **decisions** for yourselves (Can work without constant prompting and will ask questions so that you can organise yourselves)
8. You have **stamina, suppleness** and **strength** to keep going. (Don't miss learning from PE lessons because of injury or illness.)
9. Show a **desire to improve** and achieve in relation to your own ability. (Ask for advice on how to improve.)
10. **Enjoy** PE, school and community sport.

## **APPENDIX F**

### **TRANSCRIPTS**

#### **School A Pupils**

IN: Okay then, for those who I haven't spoken to yet I am Suzie. I used to be a student here, so you might have seen my photo on the sports boards!! I was the captain of the national football team we had here too, so you probably have heard about that. At the moment I am in my third year at Cardiff Metropolitan University Studying Sport and PE, and hopefully I'll be a PE teacher one day. At the moment I am writing my dissertation, which is basically like a big essay. It is based on pupil voice, so your voice and how you can impact PE lessons with your views and opinions.

I am going to spend the next 20 minutes asking you a few questions, as a group, about your views and experiences of pupil voice in PE. Please try and be as open minded and as honest as possible when answering the questions.

If there is anything you don't understand I am happy to explain it to you so please ask and no worries if you can answer any questions, there are no right or wrong answers. All the information you provide will be confidential and final is everyone happy with me recording this?

P-ALL: Yes.

IN: Ok then to start off with what does pupil voice mean to you? Or student voice mean to you?

P1: Just like being able to tell your teacher your opinions on lessons on what you do in lessons, how you would like them to be, if you think they suck or if you think they are good or stuff like that.

IN: Yeah, good any of you guys want to say anything?

P2: The same as that.

IN: Anything from you?

P3: No.

IN: Okay. What role do you think pupil voice or student voice plays in your PE lesson?

P4: Being able to have dictate of have part of a dictation of what goes on in your PE lessons. And not just having things that you don't really want in your PE lessons.

IN: So you get to choose what you want to do?

P1: Yeah, like when you get to year 10 you get a period of PE where you choose literally what sports you want to do out of a load of options in a block. You get to choose what you do for each term, which is quite good.

IN: What opportunities are you given as students to express your own views and opinions of the standard of PE, do you get like feedback sheets, drop in sessions where you can go and speak to you PE teacher, or anything like that?

P1: Not really, general we just go and tell them about it, its not really a issue, they are pretty good at listening to us.

IN: Have you had any, well sir was saying to me you use snap fish a programme on the computer that generates a questionnaire at the end of every year to give your feedback on your PE lessons? Have any of you used this yet?

P4: Sometimes

P1: Sometimes

IN: Can you give me some examples?

P1: Well sometimes the teachers ask us questions.

P4: No, It is only offered to a selection of students, at random I think not all the students get it.

P1: I don't think I have ever filled out a form, but they definitely ask questions and whether you have enjoyed PE this term and stuff like that.

P3: Yeah, we get asked quite a lot how do you think that session was and whether we liked the new modules they have put in.

IN: So what are they?

P3: Zumba, it's really fun too and gets everyone involved, even all the boys like it!

IN: Okay, how have you benefited from having that opportunity to say your views on PE?

P3: Well we can choose sport that is more benefited to us. So we can do sport we are actually good at.

IN: Is it more enjoyable when you do that?

P3: Yeah

P4: And you get like the mixed groups, so you're in a group that's your ability so you don't have different abilities in every group as we have set abilities.

P1: Also I am sure quite a big factor in this facility being built is the factor students can complain about the not so good facilities in the school at the moment, which probably helped the school use, this area more effectively.

IN: Do you think you are more confident and motivated in sport now you have had opportunity to say your views and how you feel?

P4: Yeah

P1: Yeah like I said you can choose sports that are more suited to you, so that is obviously going to make you more confident, in doing the sport.

IN: What other skills if any have you gained from being able to express your views, maybe communication, people skills.

P4: Relationship skills, with your teacher, likes its easier to bond with your teachers your not so far apart and you like interact with them more.

IN: So do you think you benefit from having a positive/good relationship with the teachers?

P3: Yeah

P1: Yeah, I agree too.

P2: Develop listening skills. I don't normally listen.

IN: Anyone else got any thought on this?

P-ALL: No.

IN: Okay, how has your opinion helped to improve the quality of your PE lesson?

P1: Probably through getting students through what sports we do but also reflecting to the teachers how we think maybe there lessons should and could be improved. They then take this on board and then improve how they teach the lesson as well as anything else.

IN: How do you think student voice can help to increase participation?

P3: Makes you feel a bit more confident, you feel more independent with what you are doing.

P1: Makes you feel that you are not following just a regime, but you are getting to contribute to what is going on in the school.

IN: So you feel more involved in the school?

P2: Yeah, I differently feel more valued, and I think the PE staff value us more than most of the other staff, they always make time to stop and speak to us in corridor around the school too, they go out of their way to form a relationship with us and they are always willing to listen.

IN: How much opportunity do you have to influence what is taught in your curriculum?

P4: Just, well not really you get a few options but I am only in year 8 so maybe it will change as you go through the school.

P1: Yeah well, throughout year 10 you get more choice, you get your PE section and your games section and in the PE section you choose all the sports you want to do throughout each term over the whole term so its quite big influence on what you have on lessons through the year.

IN: So are you enjoying that? Do you like to get to choose what you do?

P1: Yeah

[Another participant arrives]

P5: Sorry I am late.

IN: Its ok, basically we are talking about how your voice can impact on your PE. I am just asking a few questions, try and just say how you feel about them, there is not right or wrong answer. If you don't understand anything let me know and I will try and help you out. Just so you know we are recording it too.

IN: Ok, so the next question, can you describe to me what the atmosphere is like in your lesson?

P4: Good, just because of the ability groups you have got, well you don't get stuck with people who don't learn but also the people who have more ability and more experience than others get to help the other out that are perhaps less experiences.

IN: Do you ever coach them?

P4: Yeah we do a bit.

IN: What sort of things do you do?

P4: We do the umpiring.

IN: Do you think your lessons are enjoyable?

P1: Yes

P3: Yeah, it is a lot more active than other lessons. There is no sitting down so we are always active, it's more relaxed and it's a lot more enjoyable.

IN: And are the PE teachers quite nice and welcoming to you?

P1: Yeah defiantly we always have a laugh and joke around with them.

IN: Ok, how much choice are you given in your lessons? We have already touch on this a little bit. There seems to be a bit more choice in year 10 and 11.

P3: Yeah

P1: Yeah, you don't get as much choice in the lower years, they get most of the curriculum chosen for them, but definitely when you get to years 10 and 11 there's is a lot more choice and even in the activities.

P3: You can choose ever hour, you get to choose different sports you get to choose the different activities you do and the sport you want.

P1: Like this afternoon well on a Friday afternoon you get like a double activity period, two hours activities and each week you get the option to do different things each times so this week we are, well you could go and to some stuff in the gym or go

and play basketball or something like that. They don't mind us choosing what we do providing we don't take the mickey too much!!

IN: So it's pretty flexible.

P1: Yeah it's defiantly flexible.

IN: Do you find you face any challenges in PE?

P4: Yeah, I think there is a lot, they are always trying to push you and make you improve, but I think that is part of learning really, there is a lot of discipline and stuff like that, and I think you learn a lot from it.

IN: So do you get set goals?

P4: Yeah

P1: With extra curriculum stuff too, like with clubs and stuff like that they definitely challenge you to get to training on time, make sure you go to every training session, make sure you perform in you matches and stuff like that its all challenge.

IN: Ok, do you feel your teachers value your views and opinions in PE? So an example could be, you told the teacher that swimming was too easy today so next time they made it harder?

P3: Yeah I think the PE teachers do a lot more than the other teachers.

P5: Yeah, I think they value your opinion in PE a lot more than other lessons.

P1: Yeah I agree, as much as they want you to learn in PE they also want you to have fun, so they encourage it to be fun, so that you enjoy it. So yeah I feel they value us a lot

P4: I think that goes into the relationship as well, if you have a good relationship and they treat you the way you treat them, there's an awful lot of respect, you know.

IN: Yeah definitely. So do you feel that the PE teachers limit or direct you in lessons at all?

P4: I don't think anyone wants to run the lesson schedule and stuff like that. I think everyone has their view and some people want a sport more than other people and I think you just have to take it and whatever the decision the teacher makes you have to step up to.

IN: Maybe sometimes you get the opportunities to do things you want to do?

P4: Yeah and that comes with the different activities you get.

P2: Yeah, some of the activities need to be directed.

IN: Can you give me some examples where you think they need to be directed?

P2: Well like in athletics javelin, shot put, high jump for health and safety reasons or if they are bringing in a new game that we don't know.

P3: I find all of the PE staff pretty easy to talk too, so if you do have an opinion you don't feel bad saying it, its nice and relaxed.

P5: Yeah I agree.

IN: Great. Ok now I am going to talk about physical literacy, no worries if you have not heard of it before.

IN: Does anyone know what physical literacy is?

P- ALL: No

IN: Ok, well basically what it is, Is the motivation and confidence you get from the PE teachers to make you want to carry on PE for the rest of your life. Does that make sense?

P-ALL: Yeah,

IN: Ok, so how motivated and confident are you in your PE lessons?

P2: I am quite confident.

IN: Whys that then?

P2: Well I think I am confident because I get to be put into groups of what like you can achieve, and I am always in a high ability group and always believe I can achieve things, I don't mind giving new things a try.

P4: Yeah, well I think it goes with ability as well, if you have good ability, that probably means you've got more confidence and confidence grows with going to

matches and playing in matches and I think everyone is motivated and if they don't like it, I think the teachers try harder to motivate you.

P1: Yeah exactly if someone doesn't feel as confident in a certain sport the teacher, well like if someone didn't feel as comfortable playing rugby the teacher will try and encourage them maybe make them do less contact and try and sell the sport to them in a different way.

IN: Ok, are there any skills in your PE lessons that have made you feel more confident?

IN3: Yeah, well they progress you quite gradually, so at the moment we are doing volleyball, so to start off with we didn't go and use the big nets, we started with the badminton nets and when we were confident with the skills we then moved to the big volleyball net. They challenge you gradually, so it's not a big shock.

P1: Yeah they just build it up.

P5: Also, working in teams has made me a more confident person I think; I enjoy working as a team and leading. I think these skills will help me in college next year. Being the captain team has helped me develop a lot of skills too.

IN: Can you give me some examples of these skills?

P5: Well teamwork is a big one, also leadership; I have to lead from the front most of the time and also communication.

IN: Great, ok so what does a good PE looks like to you?

P3: Fun

P4: Good teamwork

P1: Learning skills for a game and then at the end of the lesson putting it into practice and playing it in a competitive environment, once you have mastered the techniques and tactics and then playing it with your mates in lessons is always fun.

Ok, I am going to give you these sheets now, on the sheets there are 10 characteristics of what high quality PE looks like, so what good PE looks like, out of those which ones do you think you have in your lessons and maybe which ones don't you have as much of?

P5: You know and understand what you want to achieve and now how to go about it.

IN: So the outcomes, and learning objectives are quite clear and its well structured.

P5: Yeah the teachers always write them on the board so we can see what we need to achieve.

P2: Number 8.

IN: Ok so what does that say?

P2: Have stamina, suppleness and strength to keep going, so if you don't get something don't drop your head and think I cant do it or improve on it, just keep building on it.

IN: So do the teachers encourage you to do that?

P2: Yeah

P5: I think 9 as well, show a desire to improve and achieve in relation to their ability.

IN: What about number 10, enjoyment.

P3: Yeah, I think you should enjoy it, but also take it seriously

P4: Don't take anything for granted if you have got a talent, don't stop, you can never be too good, just keep working

IN: What do you guys think?

P1: The one that says has taken part in a range of competitive, creative and challenge-type activities. We don't have people just sitting on the side saying they don't want to do it, if people don't want to get involved, the teachers try and encourage that and do quite a big ranges of activities from football to like well normally football to Aussie rules to badminton or whatever. But also if we are injured they still get us to time keep or ref so we are always involved some how.

IN: So they keep it varied and fun.

P1: Yeah defiantly, they keep us on our toes.

IN: Is there anything on the sheet you think we definitely don't have or, I don't achieve that?

P-ALL: No

IN: So the PE teachers are doing a good job then!!

P1: Yeah definitely

IN: Ok then, so how do you think motivation and confidence can help to create a child centered learning environment? Do you know what child centered means?

P4: Where you have like an environment you can learn in, so like we as the pupils take warm ups and like the staff allow us to achieve and discover things on our own.

P1: Through the motivation the teachers give us they defiantly get the best out of us how they encourage us to get involved in the sports, they encourage if they see someone not trying in a PE lesson the teachers motivate them which helps.

P4: They know what they are talking about; the male's members of staff are awesome, there's nothing they don't know and if you have a problem they sort it out.

IN: So do you think the students who don't like PE as much the teachers motivate them?

P1: Yeah.

P4: Yeah they try.

P3: Yeah they try too.

P5: But some people are not interested and don't really have it in them.

IN: Ok, so what method does the PE staff use to create a child-centered learning environment?

P2: They put you in teams so you get to know each other.

IN: So do they let you go and make your own games up or routines in gymnastics?

P4: Yeah in gymnastics and dance

P1: Yeah they put us in like mix ability groups so maybe the people who are more able at the sport can help those who are less able and they don't make it biased games or anything like that

P3: In gymnastics they normally give us like a criteria so like, when making a routine – you must have a clear beginning and end, a travel and a balance and then in our groups we have to come up with like a routine or solution to it and then we show the others.

IN: In you PE lessons can you give me some examples of when you get the opportunities to problem solve and discover things for yourselves.

P4: Groups, so when you are put into groups you get put in a range of abilities so some people know what they are talking about and others don't and they like as the people with more ability questions to help them.

IN: Do you every have the opportunity in football say, your mainly footballers aren't you?

P4: Yeah

IN: So maybe your teachers will say go and practice some long and short passes, so you then can get a feel of which pass is best to use when in a game. So you can find things out for yourselves instead of the teachers tell you what to do all the time.

P4: Yeah, they will let you go and try things out.

P1: They will let you have a go and don't intervene so you know what's right and wrong.

P2: They will come and watch you and say they will put you into a match and try and allow us to coach each other, or suggest techniques to each other. The ones who are more able, coach the less able and improve them up to the standard the able ones are at and then the more able ones can push further up.

IN: How do you think your teachers can make you PE more pupil led, so you take sessions, you take the warm up, do you think they could make it more like that?

P1: Often the teacher will take the warm up where it could be a student really, who could walk you through it and tell you about the stretches. I think a student could lead the warm up and this would help us learn too. I am doing GCSC PE and we have to know in the theory things like benefits of warm up and cool down and what to do so this would benefit me.

IN: Would you all like to be able to do this, do you think it would benefit you?

P-ALL: Yeah.

P2: And like your in a football game the teachers get like the captain to take your through the warm up.

IN: So you think they should do the same thing in lessons?

P2: Like the football teams and extra curricular stuff it's not just the captain so you if you take the warm up between you everyone is communicating together and its better and everyone can join in.

IN: Ok that's great, would anyone like to add anything they haven't said or ask me any questions?

P-ALL: No.

IN: Ok, thanks everyone.

## School A Teacher

IN: Ok, as you know I am Suzie. I am going to ask you a few questions about the effect pupil voice has on the PE provision in secondary schools. I am asking the same questions to the students as well and I will be comparing the two. Please try and be as open minded and honest as possible when answering the questions. If there is anything you don't understand please tell me and I will try and rephrase it. Don't worry if you can't answer it, I am just listening for your views, opinions and experiences. All the information you provide will be confidential. Lastly before we get going do you mind if I use this Dictaphone to record us?

T1: No.

IN: So, to start off with what does pupil voice mean to you?

T: Pupil voice, or we call it student voice in our school.

IN: Ok

T1: Every subject is asked to try and get some feedback on their subject, so it's obviously feedback for us. Basically we try and use it to look at our curriculum and what we offer students and see if there is anything we need to try to provide and see how happy pupils are with our curriculum. Obviously pupils don't get everything they want, but they get some of the things they want and we listen to their opinions because they matter, it's their education.

IN: What role do you think pupil voice or student voice plays in PE?

T1: Well we are quite structured in years 7,8 and 9 at the school. We pretty much dictate the curriculum for years 7,8 and 9, as they move into KS4, certainly core PE not as much GCSE PE. Core PE is very much option based so they can choose their pathway, they can choose the sports they want to do every half term, so the student voice works very effectively for that KS4 element. KS3 is very much dictated by us but we will still use or look at the student voice and see if there is anything else we can change but we believe that the curriculum is there for KS3 it is there for a reason, it's been planned. We will look at what they say but it is less of an effect for us in KS3. We do take on board what they think of the learning as well as what we provide on the curriculum.

IN: Ok, what sort of opportunities, we have mentioned a few, do you give students to express their views and opinions in PE lessons?

T1: Every year in the summer term, just before summer holidays when there is a bit more free time we do some student voice on the computers. We use a survey monkey to create a questionnaire, so a sample of students from all year groups will go into the PE office computer room. They answer a questionnaire on the likes, dislikes how they feel about their PE lesson - has it been too hard for them? Has it been too easy for them? Whether or not they feel they can access the curriculum. What sports they prefer or would like us to put on for them. We always get horse riding every year!

IN: Really, must all be keen like me!

T1: We struggle to find 30 horses!

T1: So yeah, it a yearly thing, It's a good process, but I think we could probably do with doing it a little more often, but summer is the best time as that is when I am planning the curriculum for next year. It's when I get free time as well as the year 11 have left. So that's what we use it for really.

IN: Ok, how do you feel the students benefit from having the opportunity to express their views and opinions?

T1: The student council is quite strong in the school and students always like to feel they have some power.

IN: Can you give me some examples?

T1: Well recently the year 10 students told the student council they didn't want to get changed after year 10 leisure sessions. They said that they wanted to go home in their PE kit. The students felt really good about themselves that they had taken an issue forward to the school council. The student felt really good about themselves as they had the opportunity to voice there views, they feel they are giving feedback and we are acting upon it. We then feel that they are getting some sort of say in the curriculum and their education.

IN: Do you have a sports specific council or just schools council?

T1: No just school council, we have sports captains for each house now. It's a new system since you started here. The sports captains, I am showing the badges you cant see, but that another system we are starting here. The plan is that the sports captains will be very influential within each house and in sports and hopefully they will be ale to give us more feedback too.

IN: Ok, what skills do you think pupils gain from having the opportunity to express their views?

T1: Skills?

IN: Like communication, thinking skills, people skills,

T1: Peoples at our school are pretty confident as a whole; they do speak their minds sometimes a little bit too freely.

[LAUGH]

T1: They are definitely confident and I suppose the more confidence they are going to get from that but it's a hard one that one I don't think its necessary skills they will benefit from, its more how they are going to benefit from their curriculum and their learning as well.

IN: Ok, how do you think the use of pupils has helped to improve the quality of your PE lessons? Or maybe you don't think it has.

T1: I think it has, I have been here 5 years now and the KS4 in particular has changed completely it was very rigid, structure and now it is very flexible every half term the sports change there is no boredom. They are doing different sports, they have the opportunity to choose as much as they can, we are limited as we only have 3 members of staff on, but they get choice of three different sports, so every half term they follow a pathway they want. And years 7,8,9 has changed as well there where some very old fashion units, when I first arrived and through student voice they have helped us realise what needs to be looked into.

IN: So do you think they are engaging more and participation is better when students have an opportunity to express their views?

T1: Participation rates are really high – I am looking outside now and there are a couple that are off now, but its because they had a football game last night and a few of them are injured, but participation is very high and we very hardly have anyone not participating. As a department we look at drop out rates, with drop out coming in mainly years 9 and 10, more or often girls.

IN: Girls, yeah that seems to be a trend through most schools, have you spoken to these girls?

T1: Yes, we have listened to what they are saying, which has resulted in getting more dance into the curriculum more health related activities into the curriculum and

less team sports as they move up through the school. We have found that this had a made a really big difference to the participation levels.

IN: So after acting on this the girls seem to be enjoying PE more and they are engaging better?

T1: Yes definitely, it is amazing the difference it has made.

IN: Can you describe to me the atmosphere in your PE lessons – generally?

T1: I am hoping that they are happy lessons.

IN: Be interesting what the pupils have to say about this!!

[Laugh]

T1: Happy lesson, pupils get the chance to express their feelings. We ask questions, we direct questions and ask global questions as well. Obviously there are pupils that don't like every aspect of the curriculum but we are hoping the philosophy here as much as we can that every pupil can find at least a sport they enjoy or some activity they enjoy and we find that most of the time that's the case.

IN: How much choice and/or challenging opportunities do you give students in your lessons?

T1: More choice in KS4 less in KS3, although year 9 options, because we are trying to encourage people and ease them into GCSE PE and year 9 is often a time when pupils start to drop out of PE. Our year 9 curriculum is very diverse compared to the year 7/8. Years 7/8 is very much game based, working on skills that we think are going to help them during their time here. Year 9 we drop into things like dodge ball, volleyball, basketball. We have the fitness suite now so we have a unit in the fitness suite; we dropped our swimming unit down from 2 units to 1 unit. Because of pupils changing bodies, some of the year 9 girls mention to us that swimming was their worst topic. We feel that's another area we get a lot of drop out in. We feel that pupils have a good say in those choices. We feel it's a lot more balanced now than it used to be.

IN: Do you think you limit or direct pupils voice at all?

T1: We don't direct because the pupils do the questionnaires without us, we just send them into the computer room four at a time, there is no one actually supervising them. The questionnaire they fill it in and answer honestly. They are anonymous so they don't feel they have to worry about what we are going to say we ask and select not just the sporty ones, we select kids from across the school so we feel that we get

a good balance and a range of views. It is always informative the stuff we get back. It's a twenty-question questionnaire we have a separate questionnaire for KS3 and KS4 so we can look at the different answers the questions are the same though. I also have another questionnaire just for my GCSE kids as well, which is more about the delivery of their theory lessons not just practical's so its good to look at all three.

IN: In the questionnaires are there like boxes for open-ended questions so they can express or write there feelings or are they just yes/no tick boxes?

T1: Yeah, they are open-ended questions as well as tick box. The tick boxes say stuff like, if yes what? If yes why? If not, what and why? There is also the alternative sport question to so – what other sports would you like us to offer. So what would it be and there are a load of options with tick boxes so like abseiling, rock climbing, and paragliding. So once we have had the discussion of what we can and can't do we take on board what they say. But yeah I don't think we limit them.

IN: What does Physical Literacy mean to you?

T1: They have a literacy programme going on around the school at the moment.

IN: Yeah

T1: It's a drive around the school. I am guessing or taking a punt at Physical Literacy being the language in the PE lesson maybe the technical terms we use and the words we use, pupils learning words and how they can speak and talk within the lessons and communicate. Yeah I am guessing that is what we are aiming for? It is defiantly something the whole school is driving on at the moment Dr. Wood is presenting something about it that we all have to go to on Monday so I will be able to tell you more then!!

[Laugh]

IN: Ok, so how motivated and confident and physically competent do you think your pupils are?

T1: I think they are confident I think they are definitely competent, we are doing really well in a lot of our fixtures not just A standard fixtures we enter B standard to and do well in these. In extended school stuff we seem to do very well in that so we are defiantly competent. Pupils are always willing to try new sports we have very low participation dropouts. Certainly years 7 and 8 we have hardly any and we think we have very well balanced pupils here at our school.

IN: I would agree, best school ever!

[Laugh]

IN: How do you provide pupils with skills and confidence to improve their Physical Literacy?

T1: We give pupils quite a lot of opportunity to talk in lessons, we give them opportunities to coach, work in pairs work in groups. A lot of our work especially in swimming and gymnastics we get pupils to video and coaching each others technique.

IN: Yeah, I did notice Martin using the IPAD in that last lesson.

T1: Yeah, we have just started to use the IPAD in lesson but it's only got a forward facing camera so it's hard to use. We all have iPhones as well and we have all just started using a new app called Dart Fish Express.

IN: Oh right, can you tell me a little bit more about this app?

T1: Well, it is a great app for laptops, it is a £3 app you can video things and then straight away you can play them back and analysis performance. So we are finding in sports like gymnastics and table tennis it is a great little tool. Here you go I will give you a little demo. [Gets app up on phone] so you can go forward in slow motion or backwards, you can take a snap shot.

IN: What's it called again?

T1: Dart Fish Express.

IN: I will be using that next week in my skills framework lesson on ICT!!

T1: You can draw lines and angles on the screen as well. For an example the other day I had a gymnastic lesson working on headstands with year sevens and this pupil could not understand that her legs weren't vertical. She said she had her legs as vertically as they could be but they were still bent so I should her on Dart Fish what her legs looked like. It took 10 seconds to show her and she then realized that her position was wrong and that her legs weren't even extended. So they looked at it and adjusted it and it is a really useful tool.

T1: I don't know if I am going off on a tangent, what's they question again?

IN: How do you provide pupils with skills and confidence to improve their Physical Literacy?

T1: ICT, we get the pupils to use a lot more ICT these days, I think these skills will be used through the whole school as well.

IN: What does 'High quality Physical Education mean to you?

T1: The words you have used I have heard. Well in Ofsted words we are looking for outstanding lessons, we here also aim for outstanding lessons from participation to making sure all pupils are involved. So to Start with involvement and participation, making sure all pupils are involved and make sure pupils are enjoying lessons, but more importantly they are learning something ever lesson and making sure everyone can learn. So lessons need to be differentiated so more able can learn and less able can learn and there something for everyone, that's probably the most important thing at our school.

IN: Ok, ill give you this. High quality Physical education I classed under 10 characteristics, which ones do you think you cover the most and which ones don't you think you cover?

T1: You are committed to sport and make it a central part of your life? Number 1 definitely. You don't miss PE and always remember you kit. We've got a little board outside and it tells us who our star pupils are - those who remember kit and those who don't. We have about 7 names in each year group who forget get.

IN: Is it the same names each time?

T1: General it's the same names each time, so more in year 9 and 10, less in year years 7 and 8. So, definitely number one - you know and understand what you are trying to achieve and how to go about it? Yep, I would agree with this one. I would say we do but choreography dance is something we put on the curriculum two or three years ago and we still developing that so chorography and gymnastics definitely. Problem solving we do a unit on AA that's our unit of Adventurous Activities so we do lots of problem solving in that.

IN: Do they enjoy that and can you give me some examples of they types of problem solving?

T1: Yeah, they do actually we do a lot of that in year 9 – we have got Carding Mill Valley

IN: Yeah, that's perfect for it.

T1: The National Trust run orienteering courses for us too, which is great. Examples, well we get them to do orienteering around the hills, so that's a good form or problem solving, working in groups, map reading.

T1: You are aware of how PE and Sport contribute to a balanced healthy and active lifestyle?

T1: Say new, well it's been around about 4 years now but this healthy and active lifestyle in lessons certainly in wet weather lessons or snow lessons you tend to do something health related we tend to get them in the sports hall and do some circuit training, we get them to look at heart rates and how they can improve their health and fitness.

IN: You're quite an active school anyway really with your sponsor walks, charity runs and sport days.

T1: Sports days has changed its not an Olympic sports day anymore this has changed through the use pupil voice actually. Its not just track and field now, we include track and field and heptathlon, last sports day we had 14 different sports so we had dodge ball, swimming we had heptathlon, tag rugby, football. Basically pupils had to sign up to certain sports that they choose, everyone signed up to at least one activity, they took place either in a morning, lunch or afternoon and we then collaborated all of the results and had a over all house winner.

IN: That's seems like a good idea, as there is opportunity for everyone to get involved in some sport or another they like.

T1: Yeah the students choose this method and we thought we would give it ago. It worked well because pupils didn't have to be under the spot light if they didn't want to but those who did had the opportunity too. I would say we cover most of these outcomes, well I hope we do, number 10 'enjoy PE, school and community sport' I would say is the highest I hope. Maybe pupils don't ask for as much advice on how to improve as they should, whether that's because we are giving them good information or whether they are unsecure of how to ask for advice, maybe that's something we should address more. GSCE PE we often get people asking how can we get a 'A' but general we don't really get people asking how do we reach level 7? Or what can I do to get a level 8? We do get some people asking but not very many. Outside on the corridor we have the level descriptors up on the board so pupils can see how they can achieve each level.

T1: Sorry, pupil at the doorway!

[Break]

IN: Ok just a few more questions. So, how do you think Physical Literacy can help to generate a child-centered learning environment?

T1: Just explain to me what you think Physical Literacy is?

IN: Physical Literacy is the motivation and confidence you give a child through school so that they want to continue to be Physically active or involved in sport throughout the rest of their life.

T1: Ok so ask me the question once more.

IN: How do u think Physical Literacy can help generate a child-centered learning environment?

T1: It's a bit wordy that question.

IN: Do you want to ask me the child version of that question?

T1: Yes Please.

IN: How do you think motivation and confidence can help to create a child- centered learning environment?

T1: Child-centered learning environment?

IN: So the pupils, well there is not much direction from you its all about them creating things for themselves.

T1: There are still subjects in the school and departments in the school where they will just sit there and listen for the entire lessons. I am hoping that we don't do that, I am hoping it is pupils learning from their mistakes, learning from how they are done from these lessons and show willingness to improve.

T1: That's a tough question that I don't really know.

IN: Ok no worries

IN: What opportunities do you give pupils to problem solve and discover things for themselves?

T1: Yeah well we don't want to sit there and dictate and say to our pupils that you must do this, for example do that sequence do this sequence it is very much a case of pupils trying to plot or make their own mistakes not so much that they are going

to fail but we give them direction and hopefully they then take that on and use their own skills and use their own collaborative work with partners, coaches and peers to try and work things out for themselves.

IN: How do you think, I know your lessons are quite child centered, you could make your lessons more child-centered?

T1: Yeah, some sports can't be pupil led.

IN: Yeah like javelin shot put – for health and safety elements.

[pupil comes in to collect whistles!]

T1: Once more

IN: How can you make your PE lessons more pupil led?

IN: It is probably more so with KS4 because you can get them to make their own decision

T1: Yeah we get pupils officiating we get pupils coaching. I've just given some whistles out there, we probably could do with doing more on the leadership side of things, and we do some leadership on the sport leaders with year 11. We do leadership in year 9 but we don't actually do a unit on leadership, I think we could do more on that, we've got some great young leaders here, just recently the primary schools came up and some year 8 took them for some athletics events. Our year 8 are fantastic leaders and I feel that if we gave them more opportunity to lead and run events at schools, maybe lunch time clubs with supervision from us I think that is an avenue we need to go up. I think very much our extra curriculum programme is teacher led at the moment, I would like to be in a position where our senior pupils or sports leader could run events and tournaments for us and we just be there as supervisor that's something we could look into and could do more of.

IN: Ok I think that's everything, do you have anything you would like to add or ask me anything?

T1: No

IN: Ok, thank you.

## APPENDIX G

Theme	Pupil focus group A	Pupils focus group B	Pupil focus group C	Teacher A	Teacher B	Teacher C
<b>Opportunities for pupils to express their views and opinions</b>	<p>'Being able to tell your teacher your opinions on lessons. What you do in lessons, how you would like them to be, if you think they suck or if you think they are good or stuff like that'.</p> <p>'Being able to dictate or have part of a dictation of what goes on in your PE lessons. And not just having things that you don't really want in your PE lessons'.</p> <p>'Reflecting to the teachers how we think maybe their</p>	<p>'It gives us an option to decide what we want to do, rather than the teachers always dictating what we are doing and stuff'.</p> <p>'It gives us opportunity to speak about what we what in the school, whether it be about uniform, or kit or what practical lessons we like doing.'</p> <p>'It helps us have a chance to express our voices and what we want to have in the school.'</p>	<p>'It's like telling your teacher your opinions on lessons, whether you like what you are doing, or if you think something should be changed.'</p> <p>'The opportunity to tell the teachers how we feel about the school, what we like and don't like.'</p>	<p>'We use it to look at our curriculum and what we offer students and see if there is anything we need to try to provide and see how happy pupils are with our curriculum. Obviously pupils don't get everything they want ... we listen to their opinions because they matter, it's there education.'</p> <p>'We give pupils quite a lot of opportunity to talk in lessons, we give them</p>	<p>'To me personally it's really important because if you have not got the students doing something they won't stay.'</p>	<p>'To myself it's giving the pupils opportunity to express their views, opinions, how they are feeling. What they want from lesson what they are not getting from lessons, so anything we can change.'</p> <p>'So actually listening to what your pupils want'</p>

	lessons should and could be improved.'			opportunities to coach, work in pairs work in groups ...we get pupils to video and coaching each others technique.'		
				'Every subject is asked to try and get some feedback on there subject, so it's obviously feedback for us.'		
<b>Opportunities available to different age groups.</b>	<p>'When you get to year 10 you get a period of PE where you choose literarily what sports you want to do out of a load of options in a block. You get to choose what you do for each term'.</p> <p>'Not really you get a few options but I am only in year 8</p>	<p>'It starts when your in year 10 you can choose in year 10 and 11. So we can choose badminton and swimming, we normal choose our most favorite. So I have chosen badminton this term as I really like it.'</p>	<p>'In year 10 we have had quite a lot of choice.'</p> <p>'We get some opportunities you get more as you go on through the school. In the lower years we don't get opportunities to choose what sport we did but if the weather is</p>	<p>'We are quite structure in years 7,8 and 9 at the school. We pretty much dictate the curriculum for years 7,8 and 9, as they move into KS4, certainly core PE not as much GCSE PE. Core PE is very much option based so</p>	<p>'Well student voice is a lot more prominent in KS4. They have the opportunity to have choice and choose what they do in the curriculum'</p> <p>'They have chosen these activities. However KS3 it</p>	<p>'Year 10, it's options all the way through, we have got three groups so they have three options to pick from. I make sure there is a mixture between individual and teams sports available. There is also non competitive</p>

	<p>so maybe it will change as you go through the school.'</p> <p>'In years 7,8,9 we didn't get any choice, we just did the core subjects.'</p> <p>'I prefer having choice though its more fun and I engage more.'</p> <p>'I think its ok not to have choice in year 7 because you are only new to the school but in year 8 and 9 I think we should start to choose what we do.'</p> <p>'You don't get as much choice in the lower years, they get most of the curriculum chosen for them,</p>	<p>'In years 7,8,9 we didn't get any choice, we just did the core subjects.'</p> <p>'There seems to be a bit more choice in year 10 and 11.'</p>	<p>bad or something they sometimes say would you prefer to do bench ball or dodgeball today. So we kinda get some choice there.'</p>	<p>they can choose their pathway'.</p> <p>'KS3 is very much dictated by us but we will still use or look at the student voice and see if there is anything else we can change but we believe that the curriculum is there for KS3 it is there for a reason, its been planned. We will look at what they say but it is less of an effect for us in KS3. We do take on board what they think of the learning as well as what we provide on the curriculum'</p> <p>'I have been here 5 years</p>	<p>is a lot more structured, we choose what they do so student voice doesn't really have a big input.'</p> <p>'More choice in KS4 less in KS3'</p>	<p>sports.</p> <p>'It's structured in years 7/8/9 and then they get the option process In years 10 and 11.'</p> <p>'We have to give every chance to pupils to succeed and give them the best opportunity to learn in and that goes for all sports across both KS3 and KS4.'</p> <p>'The more lower ability students will come to you either in class or privately and say or use pupil voice and mention a few things how we should do things differently,</p>
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	<p>but definitely when you get to years 10 and 11 there's is a lot more choice and even in the activities.'</p> <p>'They don't mind us choosing what we do providing we don't take the mic too much!'</p>			<p>now KS4 in particular has changed completely it was very rigid, structure and now it is very flexible every half term the sports change there is no boredom ... they are doing different sports.'</p> <p>'Years 7,8,9 has changed as well there were some very old fashion units, when I first arrived and through student voice they have helped us realise what needs to be looked into.'</p> <p>'Our year 9 curriculum is very diverse</p>		<p>examples being a more map (more able pupil) pupil might want to help more with coaching or get involved with maybe the analyzing of pupil performance.'</p>
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				<p>compared to the year 7/8. Years 7/8 is very much game based, working on skills that we think are going to help them during their time here. Year 9 we drop into things like dodge ball, volleyball, basketball. We have the fitness suite now so we have a unit in the fitness suite; we dropped our swimming unit down from 2 units to 1 unit.'</p>		
<p><b>Feedback Opportunities</b></p>	<p>'We just go and tell them about it, its not really a issue, they are pretty good at listening to us.'</p> <p>'Well sometimes the teachers ask us questions.'</p>	<p>'Yeah feedback forms we do at the end of unit and stuff ... It's on paper, we have to fill in a table...you can write your thoughts. It's like writing the goods</p>	<p>'We can just talk to the PE staff. They ask us like, have we enjoyed the lesson? ... We have opportunities to talk to them in and out of lessons.'</p>	<p>'Every year in the summer term ... we do student voice on the computers. We use a survey monkey to create a questionnaire ... a sample of</p>	<p>'We have had two clubs this year running because of student voice. That was Female dance which was led by one of our six formers and we</p>	<p>'We have a student council, ... so representation from each class meet together, monthly. We also have a drop in box in the middle of</p>

	<p>'It is only offered to a selection of students, at random I think not all the students get it.'</p> <p>'We get asked quite a lot how do you think that session was and whether we liked the new modules they have put in.'</p> <p>'I don't think I have ever filled out a form, but they definitely ask questions and whether you have enjoyed PE this term and stuff like that.'</p> <p>'I find all of the PE staff pretty easy to talk too, so if you do have an opinion you don't feel bad saying it, its nice and</p>	<p>and bad of each module and how we can improve it ...We all do it, at the end of a module in every year.'</p>	<p>'I don't think we have specific PE opportunities, but we have like a drop in box in school, where we can comment on things.'</p> <p>'We normally just say to the teachers what we think during the lesson or afterwards, they are pretty easy to just chat to.'</p> <p>'I have filled out a little feedback sheet before. It just asked us what we liked and didn't like in PE. What units we enjoyed and why and if there was anything else we would like to do.'</p>	<p>students from all year groups will go into the PE office computer room. They answer a questionnaire on the likes, dislikes how they feel about their PE lesson - has it been too hard for them? Has it been too easy for them? Whether or not they feel they can access the curriculum, what sports they prefer or would like us to put on for them. I think we could probably do with doing it a little more often.'</p> <p>'The plan is that the sports captains will be very influential</p>	<p>also had aerobics; Zumba this is lead by one of our language teachers.'</p>	<p>the school where you can post any comments and that again is random not PE. We just simply ask them in lesson, so ask the pupils themselves and we get feedback then.</p>
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	relaxed.'			<p>within each house and in sports and hopefully they will be able to give us more feedback to.'</p> <p>'Open-ended questions as well as tick box. The tick boxes say stuff like, if yes what? If yes why? If not what and why? There is also the alternative sport question to so – what other sports would you like us to offer'.</p>		
<b>Participation</b>		'Even the people who don't like PE as much can have an input to what they want to do. Zumba and dance and dogeball they like, so it helps to	'If we can choose what we want to do or if we can have some opportunity or input then people are more likely going to want to get involved	'Participation is very high and we very hardly have anyone not participating. As a department we look at drop out rates. With drop out coming	'Our numbers are up from previous years to this and again it's trying to get students to move away from competition and competitive	

		get them involved too.'	because we are doing things we want to do.'	<p>in mainly years 9 and 10 an more or often girls ... we have listened to what they are saying, which has resulted in getting more dance into the curriculum more health related activities ... and less team sports as they move up through ... this had a made a really big difference to the participation levels.'</p> <p>'Year 9 is often a time when pupils start to drop out of PE. Because of pupils changing bodies, some of the year 9 girls mention to us that swimming</p>	<p>sport and if it's not competition some of the students are not interested.'</p> <p>'We are having more of a focus now on GCSE PE and encouraging students to prepare for GCSE PE in years 7 and 8 so ensuring that they have the particle sports there so they are playing competitively. In the past we have been getting students in year 10 who havn't really been playing competitive sport and therefore getting the particle scores was</p>	
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				was their worst topic ... We feel that pupils have a good say in those choices. We feel it's a lot more balanced now than it used to be'.	difficult.'	
<b>Benefits of pupil voice</b>	<p>'Well we can chose sport that is more benefited to us. So we can do sport we are actually good at.'</p> <p>'You can choose sports that are more suited to you, so that is obviously going to make you more</p>	<p>'You learn easier when you can have a say, because it more fun, we do things that we want to do.'</p> <p>'I feel more motivated and I want to always try my best in PE as the teachers</p>	<p>'If we can have opportunity on what we do in the PE lessons it is more fun, because we get to choose things we like doing so we benefit that way.'</p> <p>'It's more fun, and people like get</p>	<p>'The student council is quite strong in the school and students always like to feel they have some power.'</p> <p>'Peoples at our school are pretty confident as a whole ... I</p>	<p>'Encouraging them to be more professional really.'</p> <p>'Learning to have the ability to communicate effectively and making sure the argument they are trying to put</p>	<p>'It's more empowering for them they get there own input if they get feedback, input into lessons. Or at least have some sort of feel that the lesson they are taking part in is partly there</p>

	<p>confident, in doing the sport.'</p> <p>'Relationship skills, with your teacher, likes its easier to bond with your teachers your not so far apart and you like interact with them more.'</p> <p>'Develop listening skills – I don't normally listen.'</p> <p>'You feel a bit more confident, you feel more independent with what you are doing.'</p> <p>'I definitely feel more valued, and I think the PE staff value us more than most of the other staff, they always make time to stop and speak</p>	<p>value us I feel.'</p> <p>'I feel valued by my teacher in PE, we have a good relationship.'</p> <p>'They always go out of their way to talk to us and make sure we are okay, other subject teachers don't really do that.'</p> <p>'Also, working in teams has made me a more confident person I think; I enjoy working as a team and leading. I think these skills will help me in college next year. Being the</p>	<p>involved more.'</p> <p>'Get more confidence. If we can have some opportunity we can say like what we like and don't like and suggest things to the teachers. If they listen to us then we get confidence because they are listening to us and we get input.'</p> <p>'Communicate with the teachers somehow to get your voice heard. So it could be through feedback or just talking to them.'</p> <p>'I think relationship skills, like you need to have a</p>	<p>suppose the more confidence they are going to get from that but it's a hard one that one I don't think its necessary skills they will benefit from, its more how they are going to benefit from their curriculum and their learning as well.'</p>	<p>forward there is a strong core reason behind it.'</p>	<p>own.'</p> <p>'More valued, more motivation as well they feel that they are being heard and not just saying things and never actually having recognition ... it's nice to be heard as well, it doesn't have to be everything they say, but little bits here and there so they can be valued, we rate that quite highly.'</p> <p>'Command style of teaching, so at least they have an input of what they want to do, it could be as simple as can we do this</p>
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	<p>to us in corridor around the school too, they go out of their way to form a relationship with us and they are always willing to listen.'</p> <p>'I feel a lot more involved in school life now I have had choice and different opportunities.'</p> <p>'More confident, you feel more independent with what you are doing.'</p> <p>'You feel that you are not follow just a regime, but you are getting to contribute to what is going on in the school.'</p> <p>'It's a lot more enjoyable.'</p>	<p>captain team has helped me develop a lot of skills too.'</p> <p>'Teamwork is a big one, also leadership; I have to lead from the front most of the time and also communication.'</p> <p>'I prefer having choice though its more fun and I engage more.'</p> <p>'I feel a lot more involved in school life now I have had choice and different opportunities.'</p> <p>'Well if your more confident then you will want to get involved and will be able to have more of and input and make</p>	<p>relationship with the teacher or whatever to be able to express your views. Well you don't but it helps and it the relationship is good then you don't mind talking to them, it's easier.'</p> <p>'If people like mess around in the lesson then it affects the lessons and its not very good, because the teachers spends time dealing with them. But say if we can choose what we do, there is like less of that because people want to be there because they are doing things they like. So they behave better</p>			<p>next week, can we do this sort of game, but it could be a complex area where the wanna map pupils wanna do it in a different way or have more opportunity to coach in the class at the same time, just gives them a bit more authority, not authority but confidence.'</p> <p>'If they do a bit of coaching they feel more in power themselves, more motivated and they feel more thought of'.</p>
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	<p>'I think they value your opinion in PE a lot more than other lessons.'</p> <p>'They want you to learn in PE they also want you to have fun, so they encourage it to be fun, so that you enjoy it. So yeah I feel they value us a lot.</p> <p>'If you have a good relationship and they treat you the way you treat them, there's an awful lot of respect, you know.'</p>	<p>decisions.'</p> <p>'People behave better in class when they are given opportunity'</p> <p>'If we can have some opportunity to say what we think, we feel more valued by staff and then we want to achieve and perform well for them ... they like trust us, so we have a better relationship. If they respect us I find that I want to achieve more for them and me'.</p> <p>'There's like a lot of banter too which I like, if someone messes around they can be strict but on the whole</p>	<p>and I think this helps to improve the lesson.'</p> <p>'I think they value us more than other teachers or subjects. They want us to have fun in PE and make an effort to value us and our view.'</p>			
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		<p>its good and they always make it enjoyable.'</p> <p>'You get lots more out of the session when its fun too, everyone achieves more when its fun, but you don't like realizing it.'</p> <p>'Through motivation the teachers ... get the best out of us how the encourage us to get involved in the sports, they encourage if they see someone not trying in a PE lesson the teachers motivate them which helps.'</p> <p>'They know what they are talking about; the male's</p>				
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		members of staff are awesome, there's nothing they don't know and if you have a problem they sort it out.'				
<b>Challenging Opportunities</b>	'With extra curriculum stuff too, like with clubs and stuff like that they definitely challenge you to get to training on time, make sure you go to every training session, make sure you perform in you matches and stuff like that its all challenge.'	'Physically ... we'll do like a copper test ... Its like how many laps you can do, so I find this challenging because they are pushing me as far as I can go.'  'We get challenged quite a lot which I find interesting, it makes it interesting and not boring.'  'I feel challenged in PE, but never too much out of my comfort zone.'	'I think sometimes if we are learning something new that can be challenging, but never too challenging. I would say you can still reach it.'  'We get challenged but it's more in like after schools, so say like a football match, we are challenged by getting everything sorted and playing the game. And I sometime feel like I have a challenge because I am the		'We have got to challenge all the pupils, it's got to be good we have got lengthy strategies in place to ensure that lessons are differentiated by task, by equipment, by ability. Ensuring we are using the teaching enhancement programme (TEP) making sure that's there, making sure there is plenty of assesement for learning, making sure pupils are learning through	

		<p>‘Like today we did the swimming aerobics, I was challenged because it was new and I had never done it before but it was still fun.’</p>	<p>captain I have to get everyone sorted and kinda yeah so that can be challenging.’</p>		<p>peer assessment and assessment.’</p>	
<p><b>Understand the term ‘physical literacy’</b></p> <p><b>Are pupils Physically Literate?</b></p>	<p>None of the pupils had heard of physical literacy or knew what the term ment.</p> <p>‘I am quite confident ... I think I am confident because I get to be put into groups of what like you can</p>	<p>‘Relationships ... I think this is a big one.’</p> <p>‘I think listening skills as well because you need to be able to listen to others as well and say what you want.</p>	<p>‘I’ve heard of physical and literacy but not the two together.’</p> <p>‘I am confident, because I get to play in like the school football team. I think it goes back to like your relationships with</p>	<p>‘They have a literacy programme going on around the school ... It’s a drive around the school. I am guessing ... Physical Literacy being the language in the PE lesson</p>	<p>‘Making sure students are fully aware of any terms we use in PE and understanding any terms we use in PE lessons, that they are fully aware of the meaning. ... to be good at a</p>	<p>‘Every pupil gains the knowledge understanding through PE of healthy lifestyle active lifestyle and to take that through there whole life ... so that’s knowledge and understanding</p>

	<p>achieve, and I am always in a high ability group and always believe I can achieve things, I don't mind giving new things a try.'</p> <p>'If you have good ability, that probably means you've got more confidence and confidence grows with going to matches and playing in matches and I think everyone is motivated and if they don't like it, I think the teachers try harder to motivate you.'</p> <p>'If someone doesn't feel as confident in a certain sport a teacher, well like if someone didn't</p>	<p>'Communication, we have to talk to each other and make decisions'</p> <p>'You don't get people who are like distracted, like most of the class if they have had the opportunity to say what they want to do they are interested and focused and behave better so we get more out of the lesson.'</p> <p>'It's better because if we don't like something the teacher is doing, then people like mess around and the lesson is boring. But if we can help to choose or say that we don't like</p>	<p>the teachers and If you are valued, because if you like get on with your teacher you enjoy sport more and then you want to get involved and do your best, so you are like motivated to do well. And then if you do well then you get confidence.'</p>	<p>maybe the technical terms we use and the words we use, pupils learning words and how they can speak and talk within the lessons and communicate.'</p> <p>'I think they are confident I think they are definitely competent, we are doing really well in a lot of our fixtures not just A standard fixtures we enter B standard to and do well in these. In extended school stuff we seem to do very well in that so we are defiantly competent.'</p>	<p>sport is like a language ...if you are really good at French you can just real it off and a natural athletes is done autonomously ... any sport at that level is like literacy, you know write subconsciously and therefore these elite performers will perform.'</p> <p>'80%-90% are motivated and confident, there is a smaller percent who arn't but we have to work hard to find the secret for them, what is it that they have an interest for.'</p>	<p>they gain at this age will be the bases the foundations of a active and healthy lifestyle throughout and that's not just your keep fit and keeping healthy we have mentioned a few times now the social skills ... PE there is always room for numeracy, ICT in PE as much in other subjects ... you can hit so many key skills I think in PE. The Physical literacy side they can gain a hell of a lot from it.'</p> <p>'With regard to motivation side as long as you make your</p>
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	<p>feel as comfortable playing rugby the teacher will try and encourage them maybe, make them do less contact and try and sell the sport to them in a different way.'</p>	<p>doing things people seem to enjoy it more because they are doing stuff they want to do. The lessons are more fun then.'</p> <p>'I want to always try my best in PE as the teachers value us I feel.'</p> <p>'They always go out of their way to talk to us and make sure we are okay, other subject teachers don't really do that.'</p>				<p>lessons fun and get that relationship early doors and show that you honest individual we make mistakes but we have that boundary of discipline. ... as long as you build those building blocks early then the relationship, the bond, the motivation will all just gradually get stronger and stronger throughout the term.'</p>
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<b>High Quality Physical Education (HQPE)</b>	<p>'Fun'</p> <p>'Good teamwork'</p> <p>'Learning skills for a game and then at the end of the lesson putting it into practice and playing it in a competitive environment. Once you have mastered the techniques and tactics and then playing it with your mates in</p>	<p>'It's really fun and enjoyable.'</p> <p>'Energetic.'</p> <p>'Everyone working together.'</p> <p>'Fun. I like a challenge.'</p> <p>'No one singled out, everyone getting involving'.</p> <p>'Everyone enjoying</p>	<p>'Pretty relaxed, we have fun. The lessons are different to other subjects, there is more freedom, which I think makes it more fun and relaxed. If something goes wrong or you make a mistake it doesn't matter. No one kinda tells you off or judges you so it's just relaxed and friendly really'.</p>	<p>'Happy lesson, pupils get the chance to express their feelings. We ask questions, we direct questions and ask global questions as well'.</p> <p>'I would say we cover most of these outcomes, well I hope we do, number 10 'enjoy PE, school and</p>	<p>'Got to be fun. Without it being fun I just don't think you gain the interest for the majority of the lesson ... we need to inspire people to want to do it ... there needs to be humor ... I have just had some lads come out of swimming aerobic fitness and they have said I really</p>	<p>'High quality is not the perfect lesson but making sure you hit all the necessary elements of each lesson ... I write all of my learning out comes on the board ... so we have a clear structure'.</p> <p>'So outcomes is a big one for me, meeting the</p>

	<p>lessons is always fun.'</p> <p>'You know and understand what you want to achieve and now how to go about it ... the teachers always write them on the board so we can see what we need to achieve.'</p> <p>'Have stamina, suppleness and strength to keep going, so if you don't get something don't drop your head and think I can't do it or improve on it, just keep building on it.'</p> <p>'I think 9 as well, show a desire to improve and</p>	<p>themselves.</p> <p>'Where I can see I have improved. That's rewarding'.</p> <p>'You are aware of how PE and sport contribute to a balanced healthy and activity lifestyles, they always take about this.'</p> <p>'Willing to take part in a range of competitive, creative and challenge-type activities. Extra curricular is always competitive and challenging.'</p> <p>'Committed to sport and make it a central part of your life, not many people</p>	<p>'Fun'.</p> <p>'Organised. We have like the learning outcomes on the board, so we know what is happening in the lesson'.</p> <p>'You can see you have improved or achieved something'.</p> <p>'Enjoyment'.</p> <p>'Everyone working together'.</p> <p>'Commitment, skills, we are always learning those. Desire to improve, I think we always want to improve and do better, I would say enjoyment too.'</p>	<p>community sport' I would say is the highest I hope'.</p> <p>'In Ofsted words we are looking for outstanding lessons, we here also aim for outstanding lessons from participation to making sure all pupils are involved. So to Start with involment and participation, making sure all pupils are involved and make sure pupils are enjoying lessons, but more importantly they are learning something ever lesson and making sure</p>	<p>enjoyed it, it was really good fun.'</p> <p>'80% would have commitment'.</p> <p>'They know what they are doing'</p> <p>'They do Number 3, they do 4, and five, and six, definatly seven, 80% would have number 8 – based largely around the stamina aspect and again 80%. And at least 80-90% 10.'</p>	<p>needs for all pupils is a massive one.'</p> <p>'On all of our schemes of work we have this written down (10 outcomes of HQPE), so during each term these will achieve all of the learning outcome so we know what they are trying to achieve ... we try and hit all of these throughout the whole term.'</p> <p>'The enjoyment of PE that's the biggest one we have'.</p> <p>'Number 6 depends on the sport you are</p>
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	<p>achieve in relation to their ability.'</p> <p>'Taken part in a range of competitive, creative and challenge-type activities. We don't have people just sitting on the side saying they don't want to do it, if people don't want to get involved, the teachers try and encourage that and do quite a big ranges of activities from football to like well normally football to Aussie rules to badminton or whatever. But also if we are injured they still get us to time keep or ref so we are always involved some</p>	<p>don't participate in lessons, it's only the odd few, but normally the same ones who don't like it. Have the skills and physical control that you need to take part in PE and Sport. We learn these and gain these in PE all the time - in gymnastics we do flexibility, but we also do like stamina and agility in game sports like football'.</p>	<p>'I think for me enjoyment the most but confidence is another big one'.</p> <p>'Willing to take part in a range of competitive, creative and challenging activities. I think do this like competitive we have after school fixtures that we play so that's competitive. I think 8 suppleness and strength, I would say I'm pretty strong and like in gymnastics we have to be flexibility stuff too'.</p>	<p>everyone can learn. So lessons need to be differentiated so more able can learn and less able can learn and there something for everyone, that's probably the most important thing at our school'.</p> <p>'You are aware of how PE and Sport contribute to a balanced healthy and active lifestyle? ... this healthy and active lifestyle in lessons certainly in wet weather lessons or snow lessons you tend to do something health related we tend to get</p>		<p>doing, to be competitive creative and challenging all In one lesson can happen naturally, I say pretty much all ten and there is probably ones there that you could add on tweak'.</p>
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	<p>how ... they keep us on our toes’.</p> <p>‘I think you should enjoy it, but also take it seriously’.</p>			<p>them in the sports hall and do some circuit training, we get them to look at heart rates and how they can improve their health and fitness’.</p>		
<p><b>Problem solving and decision making</b></p>	<p>‘They will let you have a go and don’t intervene so you know what’s right and wrong’.</p> <p>‘They will come and watch you and say they will put you into a match and try and allow us to coach each other, or suggest techniques to each other. The ones who are more able coach</p>	<p>‘Like in JSLA a bit, we had to deal with and talk about the risks that might come up in our coaching session, it was with primary school kids so like, and evaluation for safety’.</p> <p>‘We have like a orienteering course built around the</p>	<p>‘We do like orienteering which is problem solving’.</p> <p>‘We have had like teamwork activities where we go in groups and have to problem solve’.</p> <p>‘We did that at year 8 camp to, we went away for a week and did activities ... we had like a team</p>	<p>‘We do a unit on AA that’s our unit of Adventurous Activities so we do lots of problem solving in that ... They do actually we do a lot of that in year 9 – we have got Carding Mill Valley. The National Trust run orienteering courses for us too, which is</p>	<p>‘All the time through the introduction of PLT ... I thought it was important simple things like warm ups with numbers I want you to get into threes, fours through the outdoor ed, simple games where they might have to have well in a group of 6 I only want three feet</p>	<p>‘We try and touch on it at least once, so it could be a simple problem solve an example last week doing badminton, trying to bring a player to the front of the court so hit or smash over the back where the space. ... It could be very much guided</p>

	<p>the less able and improve them up to the standard the able ones are at and then the more able ones can push further up’.</p> <p>‘In gymnastics they normally give us like a criteria so like, when making a routine – you must have a clear beginning and end, a travel and a balance and then in our groups we have to come up with like a routine or solution to it and then we show the others’.</p>	<p>school and the teacher lets us go off in groups and complete it ... team work because we are in groups and we have to decide where to go’.</p> <p>‘Map reading too, we have a map that we have to follow’.</p> <p>‘Its good though, because we can ask the teacher if we get stuck but normally they just leave us and its more fun, because if we get all the stamps it makes us feel good as we did it on our own’.</p>	<p>challenge to, we had like an obstacle course and it had things like a siders web and we had to work out how to get through the grid between our groups’.</p> <p>‘We do modules towards things like sports leaders and we have to choose what equipment to use and things like that so that could be a form of problem solving’.</p>	<p>great. Examples, erm well we get them to do orienteering around the hills, so that’s a good form or problem solving, working in groups, map reading’.</p>	<p>on the floor any bits of problem solving with equipment, kit, and there is the looser problem solving in terms of the tactical aspects ok so how could you over come this and the way they problem solve’.</p>	<p>discover so go and find out or it could be much more a challenging task so activities where they are working together, they have to sit down and plan what did it go wrong? What can we do to solve that? So its a lot more thought process going on. ... The challenge can be aimed at different abilities depend on every class you have as well, you’ve got to know your class like the back of your hand and know who wants a challenge ... Adventurous activities module, we</p>
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						have incorporated which works really well, so that's a bit different so that looks more at your team work, co-operation, listening, respect'.
<b>Teachers limit or direct pupil voice</b>	<p>'Some of the activities need to be directed ... like in athletics javelin, shot put, high jump for health and safety reasons. Or if they are bringing in a new game that we don't know'.</p> <p>'I don't think anyone wants to run the lesson schedule and stuff like that. I think everyone has their view and some people want</p>	<p>'They guide us really instead of directing, if they don't like a idea we come up with they might suggest something else that is similar but something we can still do'.</p>	<p>'They do if like someone is messing around they limit us because they have to deal with them'.</p> <p>'I think sometimes they have to, say in like some activities so like tackling in rugby. If we say can we go off and do it sometimes they kinda limit us because it could be dangerous and same with</p>	<p>'We don't direct because the pupils do the questionnaires without us ... there is no one actually supervising them ... They are anonymous so they don't feel they have to worry about what we are going to say we ask and select not just the sporty ones, we select kids from across the school so we</p>	<p>'I don't think we do in PE. If I am being honest I think higher up the chain in school they do, you know a bit of planting of ideas – lets go down this route and a lot of pupils do complain after main school council meetings that they weren't necessarily listened too'.</p> <p>'We are using</p>	

	<p>a sport more than other people and I think you just have to take it and whatever the decision the teacher makes you have to step up to'.</p>		<p>some things in athletics'.</p>	<p>feel that we get a good balance and a range of views'.</p>	<p>the gate ways to learning the pathways to learning and one of those is student voice ... when you walk around the school ... we have posters saying or highlighting, you asked for this we have done this'.</p>	
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<b>Pupil led</b>	<p>'Often the teacher will take the warm up, where it could be a student really, who could walk you through it and tell you about the stretches'.</p> <p>'I think a student could lead the warm up, and this would help us learn too. I am doing GCSE PE and we have to know in the theory things like benefits of warm up and cool down and what to do so this would benefit me'.</p> <p>'In a football games the teachers get like the captain to</p>	<p>'People seem to engage more too when is led by us'.</p> <p>'One person will take the warm up, we have to plan sessions before the sometimes. So we had to think of a warm up for homework and deliver it to the rest of the class'.</p> <p>'Teamwork, we are given the opportunity to leader others, so we can lead a group. And we get different roles we can choose ... we also do sports leaders which gives us</p>	<p>'They will tell us at the beginning of the lesson what we are doing and then they will be like, say in gymnastics they will be like I want you to come up with a routine in pairs. So they will give us things to put into the routine and then we have to put music with it. So maybe put a jump in it or a roll or something'.</p> <p>'I think they could let us interact more and do things without them sometimes. Like I think we could take a warm up or something that's pretty basic to do</p>	<p>'Some sports can't be pupil led ... we get pupils officiating we get pupils coaching ... we probably could do with doing more on the leadership side of things, and we do some leadership on the sport leaders with year 11. We do leadership in year 9 but we don't actually do a unit on leadership, I think we could do more on that, we've got some great young leaders here ... I feel that if we gave them more opportunity to</p>	<p>'I think years 10 and 11 we could let them have more freedom and allow them to maybe teacher each other more and deliver aspects of the lesson. With 7,8 and 9 give them little tasks to achieve in the lessons, so maybe in gymnastics give them some criteria and then let them go and find a solution. I guess that would be more child-centered. Normally you find someone takes a lead but yeah I think that's what we could do'.</p>	<p>'I think you always try and make your lessons child-centered ... depends on the sports you are doing as well ... say the javelin, it needs to be very teacher focused some things you don't need to have a whole lesson teacher driven but if you get something across so they can learn the skill and the make it pupil-centered at the end and give them a score sheet and let them maybe have a little tournament</p>

	<p>take your through the warm up ... Like the football teams and extra curricular stuff it's not just the captain so you, if you take the warm up between you everyone is communicating together and its better and everyone can join in'.</p> <p>'Yeah they put us in like mix ability groups so maybe the people who are more able at the sport can help those who are less able and they don't make it biased games or anything like that'.</p>	<p>opportunity to do these skills and coach'.</p> <p>'Where you have like an environment you can learn in, so like we as the pupils take warms up and like the staff allow us to achieve and discover things on our own'.</p>	<p>and we will learn from that'.</p> <p>I' think as we like move into year 10 we should be allowed to help organize things and like help with competitions and sports day and things like that'.</p>	<p>leader and run events at schools, maybe lunch time clubs with supervision from us I think that is an avenue we need to go up. I think very much our extra curriculum programme is teacher led at the moment, I would like to be in a position where our senior pupils or sports leader could run events and tournaments for us and us just be there as supervisor that's something we could look into and could do more of'.</p>		<p>together, but it all comes back to knowing your class as well, when you can let pupil-centered activities to go on and when you cant, so its all about knowing'.</p>
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