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CARDIFF METROPOLITAN UNIVERSITY
Prifysgol Fetropolitan Caerdydd

CARDIFF SCHOOL OF SPORT

DEGREE OF BACHELOR OF SCIENCE (HONOURS)

SPORT AND PHYSICAL EDUCATION

**TEACHERS PERCEPTIONS OF HIGH QUALITY
PHYSICAL EDUCATION: A CASE STUDY
INVESTIGATION OF TEACHERS PERCEPTIONS OF
HIGH QUALITY PHYSICAL EDUCATION AT A MIXED
SECONDARY SCHOOL IN HEREFORDSHIRE**

**(Dissertation submitted under the discipline of
Pedagogy)**

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ABSTRACT

This study explored teacher's perceptions towards the implementation of the ten outcomes of High Quality Physical Education (HQPE), whether any gender issues occur during delivery Physical Education (PE) and identify what potential barriers teachers face when delivering PE.

The study identified six key themes: *aims and values of PE, delivery of PE, extra-curricular programme, lifelong participation, barriers of delivering PE and potential solutions*. The findings indicated a pedagogical difference between male and female PE teacher's perceptions of HQPE.

It indicated that the male teachers produced a high level of skill performance within their extra-curricular programme, and used their PE lessons and fitness clubs to enhance competitiveness. It found that female teachers value the importance of inclusion in their lessons, and separate PE and extra-curricular as two different programmes. This suggests that, the male teachers should adapt their teaching to ensure inclusion of all pupils, and not just the skill and competitive element.

CHAPTER ONE

INTRODUCTION

Yetim (2000) defines physical education (PE) as an educational environment where pupils learn through motion during physical activity. PE has developed from military based physical training, to a standardised National Curriculum subject which is now delivered by qualified teachers. PE become a compulsory part of the school curriculum for all pupils until the age of sixteen (Evans, 2001). According to Pangrazi (2003) Kirk (2005); Graber et al.(2008) ; Hunter (2008); the National Curriculum for PE, aims to develop high levels of motor skills and physical competences in addition to social, cognitive and affective skills to increase Physical Activity (PA) for lifelong participation. Yetim (2002) agrees that High Quality Physical Education (HQPE) is inspirational teaching and coaching that helps pupils to develop physical, motor (nerve-muscle), mind and social skills. Shepherd and Trudea (2000) state the importance of HQPE in developing children's knowledge and awareness of a healthy lifestyle, to develop life skills and a high level of preparation for the future. However, Bailey (2006); Bailey et al., (2009); Hunter (2006); Rink and Hall (2008) are concerned that HQPE cannot be achieved unless appropriate delivery is used by teachers. School Inspectors in Wales, Estyn (2012), recommend that all schools should deliver HQPE for pupils to be physically active and provide suitable opportunities to progress and enhance learning in lessons.

Gillespie (2005) states the importance of PE, which provides a fundamental and significant place in the provision of PA, as PA becomes a context for learning through the range of movement. The teaching and learning process will allow the value of PA to be explored and experienced by pupils. PA and PE also provide knowledge to pupils on how to maintain a healthy lifestyle, and allow them to make independent decisions about their health and fitness. PE allows pupils to learn through competitive, creative and challenging activities. Salter (1999) and Australian Sports Commission (2001) state that PE should be relevant to children and provide enjoyable inclusive practice. However, Burrows (2000) indicates that teachers often concentrate on activities in which they specialise rather than pupils preferences. Gillespie (2005) agrees that teachers should understand that movement experiences enjoyed by young people are more diverse than games, sport and movement activities which are traditionally taught by PE teachers.

The value of PE is recognised by subject experts and the government; teachers have to overcome potential barriers in delivering HQPE. Barroso et al. (2005)

highlights lack of funding as a barrier in providing suitable facilities, equipment and teacher training. Barriers to delivery make the ten HQPE and School Sport outcomes (Appendix F) increasingly difficult for PE teachers. Larson et al., (2009); Harris and Penny (2002) believe that PE is delivered by stable gendered patterns of behaviour and perceptions which cause gender discourse, in particular in relation to health as an area of female PE, and considered it to be negatively viewed by male pupils and teachers.

Aims of the Study

In relation to teacher's perception of HQPE and preceding research, the aim is:

- To investigate the differences in teachers perceptions of HQPE in a secondary school in Herefordshire.

Further objectives within the study will explore:

- To identify how HQPE outcomes are implemented and achieved within their teaching practice
- To identify and discuss the potential issues and barriers that teachers may face when trying to achieve HQPE in curricular and extra-curricular teaching
- To compare the differences between male and female teachers' perceptions of HQPE, PA and PE.

The study used semi-structured interviews with experienced secondary school teachers from a mixed secondary school. Interviews discussed the practical implications of HQPE in teaching, whilst exploring the factors for future learning when delivering HQPE in school.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter will review previous research in order to help explore the historical perspectives of Physical Education (PE), the developing aims and values of the subject, and analyse the various interpretations of HQPE. Kirk (2005) highlights the importance of understanding what HQPE is and how it should be an aspiration for all schools, because it helps young people to make informed lifestyle choices and encourages lifelong participation in PA. However, teachers' different perceptions and understanding of what constitutes HQPE generates potential barriers to securing high quality teaching and learning in PE. The impact of these barriers in ensuring HQPE will also be explored, along with the potential difficulties created within the teaching environment. This study will look at the broader context and value of PE in secondary schools. It will then explore HQPE in more depth, the barriers faced by teachers when delivering HQPE, the solutions and current initiatives aimed at achieving HQPE in schools, by local authorities and at a national level.

Historical Development of Physical Education

Freeman (2012) identified Greek and Roman physicians as the first to develop PE programs, to exercise. According to France (2008) the purpose of PA during this era influenced the attitudes of modern western culture to seek greater athletic achievement both spiritually and physically, rivalling that of the gods. Polidoro (2000) emphasises how the development of Physical Training (PT) evolved into competitive sports, held in honour of the Greek gods. The Greeks viewed the winners as those with the character and the physical prowess to accomplish feats beyond the capability of most mortals. Polidoro (2000) also considers that, Greek philosophers recognised that the development of mind and body could be achieved, and many of the values and concepts that permeate modern western sports and PA are based on this philosophy. Attributes learnt through PT and athletic competition were recognised and valued not only by the individual participant but by society as a whole. However, Kirk et al (2006) highlighted that the history of PE is too broad to clarify exactly where the subject originated. Freeman, (2012) highlights the differences between the aims of PE during the Ancient Greek against the present day, spectators preferring the violent aspects and outcomes rather than seeing the

value of personal competition or excellence. Sport was considered a contest, to provide entertainment or amusement for the spectators and serve as an outlet for the values of society. During the 19th century, the modern antecedents of PE were the Forster Education Act 1870 and subsequent Acts, which were important staging posts in the development of PE. According to Kirk (1994); Kirk (2002) and Green (2008) the 1870 Act created change throughout the education system, providing a curriculum structure as the basis and foundation for state education. Kirk (2002) suggests that the Act proposed an education system which was designed as a framework to organise academic and physical development. Gillard (2011) highlights the importance of the Act as making education for children aged five to thirteen compulsory. However Kirk (2000) states that within this period, children were treated not as female and male, but as androgynous subjects. Clarke and Critcher, (1985); Kirk (1992) identified that female activities were often comprised of domestic classes to demonstrate the model of a 'good' wife, homemaker and mother; where the development of 'rational recreation' for males was paralleled by the development of 'rational domesticity' for females. Mangan and Park (1987) highlight that this was due to the perceived limitation of girls' based on an outmoded 19th century view that they were too frail and weak for PA. PA was prevalent in many European countries including the wide ranging Swedish and German gymnastics movement developed by Per-Henrik Ling (1778-1839). Ling established the Royal Central Institute of Gymnastics in Stockholm where teachers of PE specialised in one of three categories, educational, military or medical gymnastics. According to Rao, V (2008) Ling believed that PE was necessary for all pupils, and PE teachers should have foundational knowledge of the effects of exercise on the human body.

Penney and Evans (1999) considered that the 'Forster Education Act 1870' was further associated with PT, acting as a new landmark within the history of PE. Although PE and PT seem similar, they have different purposes. In the army, PT was designed to make soldiers physically fit enough to partake in the rigors warfare. Penney and Evans (1999) explored the impact of the military focussed PT, which was embedded in state school education for many decades. Kirk (2002) concluded that PT in school was military based, too strict and regimented with the primary focus on preparing students for war. The system focused on compliance to military values rather than to learning and development.

The Second World War made an impact on the role of women in British society and the Butler Education Act (1944) highlighted the importance of gender equality. Post war education philosophy led to a movement away from prescribed syllabuses. The Ministry of Education published “Moving and Growing” (1952) and Planning the Programme (1954), which were given to all state PE teachers giving guidance in improving the development of movement using a variety of physical activities include games, swimming, dance, dramatic movement and gymnastics. These publications offered advice and suggestions rather than commands and represented a move towards a child centred approach to PE Griggs (2012). Maulden and Redfern (1969); Oslin and Mitchell (2006) emphasised the importance of the introduction of games within the primary curriculum to provide opportunities for children. They emphasised that with the addition of games, children would benefit from other aspects such as social, moral and intellectual engagement.

In more recent times, Kirk (1992) explains, that the Pre National Curriculum Physical Education (NCPE) should develop with a focus of educational and health awareness involvement. However there were many concerns about educational achievement and progress, which led to national debate and introduction of the ‘Education Reform Act 1988 (DfEE)’. The Act was based on a broad and balanced National Curriculum (NC) which was an entitlement to all school aged children including those with special needs (Marsh, 2003). In addition, Houlihan (1997) stated that the changing of policy was enforced to pursue school sport with the potential of sporting excellence. Houlihan (1992) stressed the importance of the policy because of perceived national failure in international sport due to the lack of competitiveness during education programmes. Evans (1995) and Penney (1999) state that this issue raised political awareness, and that PE and school sport should be the government’s main driving force to promote future sporting excellence. When John Major became Prime Minister he moved school sport up the political agenda, by making the Department for Education and Science responsible for sports in schools (King, 2009). Houlihan and Green (2006) surmise that the key policy changes on school sport and PE were due to the concerns from the media and public of the failure of elite athletes and a decline in health of young people. Green and Houlihan (2005) state that the government’s aim was to improve national sporting success and halt the decline of

competitive sport in schools by maximising the amount of sport in the educational system.

Developing Aims and Values of PE

According to White (2004) PE has a value because of the practical contexts of teaching and learning in relation to 'promoting pupils' commitment to learning and confidence in their capacities to learn. White (2004) further considers that PE promotes the physical development and the knowledge of the body when being physical active, subsequently leading pupils to understand how to use these skills in a range of activities. However, Blunkett (1999) considers that PE is more than just a 'physical' activity, having a key role in developing students spiritually, morally, culturally, mentally and physically. QCA (2007) agrees that throughout the curriculum the NCPE aims to develop pupils personally, morally and socially, whilst developing their confidence and competency to participate in a range of physical activities. The intention being that by participating in physical activities and challenges PE gives pupils the opportunity to be creative, competitive and overcome challenges they may face. Gillespie (2005) states the importance of PE which provides a fundamental and significant place in the provision of PA experiences, as PA becomes a context for learning through the range of movement. The teaching and learning process allows the value of PA to be explored and experienced by pupils. Hayes and Stidder (2003) highlight that with a broader and balanced curriculum; PE aims to meet the specific needs of pupils. Capel (1997) highlighted that the primary aim of PE should be its contribution to physical development and the enhancement of physical competence with a range of motor skills. Pangrazi (2003) Kirk (2005); Graber, et al. (2008) ; Hunter (2008); state that the National Curriculum for PE, aims to develop high levels of motor skills and physical competences as well as social, cognitive and affective skills to increase PA for lifelong participation. Yetim (2002) agrees that HQPE is inspirational teaching and coaching that helps young people learn physical, motor (nerve-muscle), mind and social developments, PE aims to improve pupil attitude, behaviour and raise standards of attainment and achievement amongst young people within the physical domain. In respect to NCPE, Wessel and Kelly (1986) emphasis that when designing quality programs in PE, issues of individualisation,

accountability and effective practices must be addressed. High quality programming, which accommodates the needs, performances, and interests of a diverse group of students, is the precursor to superior results for student achievement. Barber and Mourshed, 2007; Alexander et al., (2009) state that teachers are clearly central to the provision of high quality learning experiences and the quality of teachers is vital to the education system as a whole and to the delivery of the curriculum. Whitehead and Murdoch (2006) highlight the importance of physical literacy which needs to be nurtured through life course, it is suggested that physical educators have both a unique opportunity and a clear responsibility to nurture this in their learners. Whitehead (2010) identifies the notion of physical literacy as a primary aim of PE, which she defines as a disposition, evidenced through motivation, confidence, physical competence, knowledge and understanding to maintain PA throughout the life course. A HQPE curriculum will allow the pupils to be involved in a variety of PA. Therefore teachers, should aim to increase their knowledge and skills by using tactics, strategies and compositional ideas which enable them to develop their physical literacy skills.

If in accepting the non-academic and therefore non-educational status of PE Reid, (1996), argued that despite appearances, the PA which comprises the PE curriculum might be shown to have academic significance and thus educational worth. However Vadeboncoeur (2006) encourages engagement with young people's learning in informal contexts such as extra-curriculum programmes, community organisations, family, and friendship groups as a way to offset the current status of PE. Claiming that the PE curriculum offers the student the chance to choose a lifestyle where they can be involved, learn about and develop knowledge, understanding and acquire a range of other life skills. Morley and Bailey (2006) argue that these standards provide a series of outcome statements that reflect the different degrees of good practice, from the basic to the exemplary and are supplemented by strategies and tools that can help schools to improve their provision. The authors point to evidence that good quality PA in school can lead to higher academic attainment and bring lifelong physical, mental and social benefits. Eccles and Gootman, 2002 agree that positive youth development is a strength-based approach to development, grounded in developmental systems theories, recognising that youth have the potential for successful development. The report states that giving PE core-subject status would

result in; teachers being required to be competent to deliver the subject on completion of teacher training; well-qualified, specialist teachers being employed to work with schools to ensure high-quality PE; standards and provision in PE being rigorously reviewed in school, both by the educational framework and by Estyn, progress being measured regularly. Petitpas et al, 2005 emphasis that with an appropriate environment, the first component of the framework, is one that allows youth to develop a sense of initiative and belonging within a group and the opportunity to engage in a voluntary activity with rules and goals. In addition, Larson (2000) argued that organised activities such as sports appear to be the best suited context in which youth can develop initiative. In more recent times Larson (2006) uses a concept closely related with agency involving intrinsic motivation and engagement in an environment. This asserts that youth are generally motivated to develop and be engaged, however for this motivation to be maintained, they need to perceive their actions as their own. Larson et al, (2007) support that matters related to programme participation must be efficiently negotiated between youth and adults in order to allow youth to exercise individual choice and develop skills such as responsibility and autonomy. Previous research by Larson et al, (2005) has shown that youth-driven programmes, in which youth exercise a large amount of control over decisions, allow youth to experience a high degree of ownership while developing leadership and planning skills compared to adult-driven programmes which can undermine creativity and engagement. Roth and Brooks-Gunn (2003) agree with Larson that by creating a context where youth negotiate their participation and develop a sense of initiative by experiencing responsibility, choice and membership at the same time they are offered challenges and guidance.

High Quality Physical Education

Providing HQPE is essential and has three basic principles; it enables adolescents to enjoy PE and school sport (PESS) despite their individual differences; promotes health, safety and well-being; and allows young people to progress within their abilities (DfES, 2004). Estyn (2012) recommend that all schools should deliver HQPE for pupils to be physically active and provide suitable opportunities to progress and enhance learning in lessons at all times. Shepherd and Trudea (2000)

state the importance that HQPE develops children's knowledge and awareness of a healthy lifestyle, develop life skills and a high level of preparation for life after school. However, Bailey (2006); Bailey et al., (2009); Hunter (2006); Rink and Hall (2008) cause concern that HQPE cannot be achieved unless the appropriate delivery is used by the teacher. According to the DfES (2004) there are three underpinning principles of HQPE. HQPE and sport; enable all young people, whatever their circumstances and ability, to take part in and enjoy PE and sport; promote young people's health, safety and well-being; and enable all young people to improve and achieve in line with their age and potential. Teachers can use the high quality pupil outcomes to evaluate and improve PESS through five stages; ensuring all pupils understand what HQPE and school sport is; evaluating whether the pupils match the outcomes; identifying areas for improvement; taking action to enforce improvements; and monitoring progress (DfES, 2005). Sallis et al., (1999) indicates that schools that deliver HQPE experience have the most effective learners. PE has been shown to improve children's health, self-esteem, confidence and social skills, as well as enhancing academic performance. Conversely, Flintoff et al. (2011) argued that focusing on the outcomes of high quality PESS can result in learners being seen as the problem as opposed to the nature of PE. Several factors affect the provision of HQPE and sport in schools; the ability of leaders and managers to create a realistic vision for schools and clubs, the effectiveness of teachers to inspire and enable young people to achieve success, and the value of school-club links to provide the best opportunities for individuals to achieve and progress (DfES, 2004). Learning and Teaching Scotland (2008) highlight that the learning experiences offered to children and young people in PE should be developmentally appropriate to help them acquire psychomotor skills, cognitive understanding, social skills and the emotional learning they need to lead a physically active life. Moreover, Cale and Duncombe (2008) have stated the importance of every pupil having the desire to participate in HQPE.

MacPhail et al., (2003); Couturier et al., (2005); Brooks and Magnusson, (2006); Smith et al., (2009); Morrison and Nash, 2012, highlight that learners with activity choice have previously been associated with promoting positive feelings towards PA, subsequently enhancing levels of motivation and engagement within PE. Sibley and Etnier (2003) and Hillman et al., (2008) found a positive relationship between

physical activity, as well as physical fitness, which is related to pupils achieving cognitive outcomes. Lewis and Doorlag (2011) agree that pupils who engage with active participation in school are more likely to be attentive, less likely to be off task, and more likely to feel good about their competence. With this in order, a strategy was introduced by the government, PE School Sport and Club Links Strategy (DfES and DCMS, 2004), with the aim of increasing the number of pupils spending a minimum of two hours a week on HQPE and school sport. Learning through PE and Sport (DfES, 2003) states that 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. Teachers are expected therefore to take action within their individual school contexts, and modify and adapt practices in order to facilitate full entitlement to the curriculum for pupils. Salter (1999) and Australian Sports Commission (2001) identify that PE should be relevant to children and provide inclusive practice so all pupils can enjoy PE. However, Burrows (2000) indicates that teachers often ignore the activity preference pupils in favour of activities in which they are specialised.

Self-evaluation, using a range of high quality teaching approaches has been shown to facilitate the achievement of high quality, which have been selected as the key areas of focus within this study.

The Gender of Physical Education

Talbot (1986) and Malcom and Cobb (1998) have highlighted that PE is the most gender segregated subject in the school curriculum, as it is the only subject which separates boys and girls during practice. Scraton and Flintoff (1992) and Green (2008) states that in PE there appears to be clear difference between boys' and girls' experiences of images, attitudes and behaviours of a stereotypical manner which is related to what, when and why they take part. O'Sullivan et al (2002) and Redelius (2004) highlighted that since the introduction of co-educational classes in PE there had been an increase in the male dominance role within PE. Malcolm (2008) found that a higher level of male participation compared to females is due to 'masculine identity based on physical dominance, aggression and competitiveness'. Whereas Harris and Penney (2002) believe there is consistent gender discourse in

PE particularly in health education, which was believed to be a more female appropriate area of PE and was negatively perceived by male students and teachers. Dowling (2006) identified that, a discourse in gender can be found even in PE initial teaching education training (ITET). A lack of theoretical understanding of gender unwittingly leads to perpetuate discourse in today's outcome driven ITET courses; leaving little room for alternative professional identities. These studies further expose an underlying gender theme within PE teaching that has the power to cause a lack of parallels in the delivery of HQPE. Contrary to this, Curtner-Smith (2006) showed that many teachers supported the NCPE as it challenged teachers to look at the whole spectrum of PE outside of the traditional games program. However, no real change in pedagogy occurred, instead teachers recreated and adapted the new curriculum so that it was congruent with their existing perspectives and ideologies. If we are to consider real pedagogical change the key element is the transformation of beliefs, values and ideologies held by teachers that inform their pedagogical practices.

Barriers to providing HQPE

According to the Commonwealth of Australia, (1992); Hardman, (2008); Le Masurier and Corbin, (2006); Morgan and Hansen, (2008), barriers including budget constraints, scarce resources, reductions in time provisions in the curriculum, the absence of professional development, the crowded curriculum itself and the lack of facilities and equipment. Dwyer et al (2006); Hardman (2008) and Jenkinson (2011) all agree that a PE teacher's main barrier to deliver HQPE is the lack of facilities and funding. Sherman et al. (2010) found that significant barriers existed in schools providing HQPE. The main barriers identified were large class sizes, low priority compared to academic subjects, financial resources and facilities. Morgan and Hansen, 2008; Jenkinson and Benson, 2010 found that barriers within schools restricting teachers from providing PE programs have been classified as being either institutional (outside the teachers' control) or teacher-related (arising from the teachers' behaviour). Boyle, Jones and Walters (2008) also found that teachers perceived that students were lured by the greater availability of sedentary opportunities and consequently suggested that lower levels of fitness and lower

physical ability in students might be impacting on both delivery and participation in PE. Xiang, Lowy and McBride, (2002); De Corby, et al, (2005); Morgan and Bourke, (2005); suggest certain factors which occur when primary school teachers possess low levels of confidence or interest in teaching PE, being unable to provide safely planned and structured lessons, having had negative experiences in PE and lacking training, knowledge, expertise and qualifications to provide PE.

According to Barroso, McCullum-Gomaz and Hoelscher (2005) a crucial step in the design of school health programs is careful understanding of practitioner barriers to the implementation of PE programs. It is unclear whether barriers to delivering HQPE are that of a practical nature or due to a reluctance to conform to the NCPE by teachers. In addition, Evans and Penney (2008) found that rather than reproducing NCPE legislation as practice, teachers were adapting, modifying and recreating it to fit their own beliefs about PE and so that it was manageable within the context in which they worked. Flintoff, Foster and Wystawnoha (2011) define high quality such as those articulated by the DfES/DCMS, (2004, 2005) fail to acknowledge that educational contexts, are not neutral spaces where young people have equal capabilities to engage in learning, but rather ones marked by unequal social relations serving to marginalise, as well as to empower and support.

CHAPTER THREE

METHODOLOGY

This chapter will explain the method used to investigate teachers perceptions on HQPE, how HQPE is delivered and achieved in their lessons, and the barriers they may face. Crosswaite and Curtice (1994) states that researchers have the duty to ensure that ethical obligation is used during the data collection process. Creswell (1994) emphasises the need for interaction and engagement with participants in order to effectively gain qualitative data, which attempts to socially understand concerns. Throughout this study, qualitative method will be used during the interview methods.

Design

Qualitative research was used during this study, with the intention of gaining a broad depth of knowledge from participants. According to Patton (2002) the purpose of qualitative research is to understand phenomena in a real world setting, without manipulating the phenomenon of interest. Patton (1990); Johnson and Christensen (2008) state that with a qualitative approach the researcher will be able to gather a wealth of information related to the participants experiences, perspectives and behaviours, therefore, increasing the understanding of a specific phenomenon. In addition, Patton (2002) states that the researcher will be able to analyse the experiences of individuals or groups, whilst probing deeper into the participant's thoughts, feelings and experiences. Marshall and Rossman (2011) state that the researcher will be able to ask probing questions to generate the participant's answers based on their previous responses.

Methods

Semi structured interviews were used, which included open ended questions to investigate the participants perceptions on HQPE. Kvale and Brinkmann (2008) state that the purpose of semi structured interviews is to obtain descriptions of the real world; in order to interpret the meaning of the described phenomena. Brinkmann (2013) suggests that semi-structured interviews enhance the potential knowledge that can be produced, as they allow the researcher to focus on the main points of the

research. A semi structured approach allows questions to be expand upon depending on the response of the participants.

Ethics

The Study was approved by Cardiff Metropolitan University Research Ethic Committee. The study did not include any ethical risk which involved children or participants. Prior to the study all participants gave informed consent. Marshall (2007) defines informed consent as a participant who agrees to take part in the study, without anyone or anything thing to force or influence their decision. The participants had the right to withdraw at any stage, and the researcher will keep all personal information confidential and ensure anonymity for the participant's.

The participants were informed that the interviews would be undertaken during a face to face setting, to allow the flow of the conversation and to avoid any environment biasness. The interviews lasted between 23 and 37 minutes and were recorded to allow for transcription.

Pilot Study

A pilot study was conducted prior to the testing to check the questions. Yin (2011) states that a pilot study provides the researcher the opportunity to refine and make changes to the interview process prior to testing. This also allows the researcher to refine and practice interview techniques to ensure that quality information is gathered. Patton (2002) agrees that the quality of information is dependent on the interviewer, to ensure the environment is friendly and the participant is totally relaxed during the entire process. Klenke (2008) believes it is vital that participants do not feel any anxiety or are put in an awkward situation during the interview process, as this could impact on the quality of data given. The responsibility of an interviewer is to be able to build a rapport with the interviewees to make them as comfortable as possible to ensure the answers are not influenced by the interviewee feeling under pressure. The pilot study was undertaken in a university environment, with a teacher trainee, and gave an indication of interview

length. During the pilot study the questions were used as a guide, to allow them to be altered depending on the quality of feedback.

Modifications from pilot study

During the pilot interview it was identified that some questions were repetitive, could induce boredom and thus reduce quality of response. The questions were reworded to ensure quality data would be collected.

Sample

The study took place at a mixed secondary school. Six PE teachers three male and three female agreed to participate. The teachers were contacted via the school's head of PE asking for permission from the school to conduct the study. Correspondence included the aims of the study, and how each teacher would be involved. It also asked if the teachers had any questions to ask the researcher prior to the study. Permission was granted, teachers gave consent and interviews were arranged. Before the interview started the participants were reminded that they could withdraw at any time.

Data Analysis

After the data collection process, interviews were transcribed using the process of, content analysis. Hammersley and Atkinson (1995) and Krippendoff (2004) define content analysis as an empirical grounded method with an exploring element that involves the uses of deductive and inductive data analysis. Patton (2002) gives two types of data analysis, inductive and deductive. Inductive data is categorised based on new groupings, patterns and themes. Deductive data is data that already exists in established literature or based on conceptual framework. Patton (2002) continues to explain that the literature used is according to pre-existing theorists who aim to find new themes and patterns; this is used by evaluating current hypothesis which is set out in a review of literature. For this study, deductive analysis was used as key themes formed into the review of literature on HQPE. Deductive

was more dominant over inductive because key themes were used from the literature. The key themes were formed from DfES (2004) document on the ten learning outcomes of HQPE, the key themes were sectioned into five areas. Based on the on the review of literature and study aims, deductive analysis was used to progress the study through the use of categories and a coding system. Schreier (2012) ensures the reliability of the coding system when grouping the data, as the data will match with the same code, category and theme. The data analysis process will include coding, quotes, organising raw data themes which will then be integrated with key themes to which is sorted into pre-determined categories to achieve the aims and objectives. The results will be presented using hierarchal content trees. Hanton, Wadley and Connaughton (2005) suggest this approach will show similarities and differences between each of the samples in the results collected.

Trustworthiness

Trustworthiness is a combination of validity and reliability, which are vital during a research study to gather accurate findings. Patton (2002) states that the findings were believable, trustworthy, and reflected real experiences as the possible application were expressive of shared realities. However, Guba and Lincoln (1998) and Sparkes (1998) argue that validity and reliability are inappropriate measurements to apply within a qualitative research study. Instead, Guba and Lincoln (1994) advised an alternate criterion of trustworthiness set to measure the integrity of qualitative research. Trustworthiness can be broken down in to four further areas: Transferability, Conformability, Creditability and Dependability.

Lincoln and Guba (1985) describe transferability as an external type of validity that is fundamentally depending on the how the question is presented. Graneheim and Lundman (2004) describe dependability as a process used by the researcher to collect data and allow the ability to make adaptations throughout the process to benefit the final data collection. The only adaptations during the study were during the pilot study, as the data collection process was conducted over a short period of time. Graneheim and Lundman (2004) continue to describe the meaning of credibility during the research process reflected on what the study is trying to achieve in the data findings.

Validity and reliability of the data collected is at risk during a semi-structured interview because it is impossible to know if the interviewee's answers are honest or not. This is a risk that applies with all qualitative methods as it is the interviewer's role to make the interviewee feel at ease when being interviewed and to ensure a rapport is built throughout the interview.

Ratcliffe (1995) argues that to ensure the reliability of the research project findings; the recordings of the interviews should be listened to numerous times which allows for correct transcription of the interview. This method was used during this study

Limitations

Bell (2005) states that a major limitation during the interview process is that it is a time due to availability of participants and researcher. To counter this the study used, a mixed approach combining interviews with questionnaires which are distributed to other participants who were not being interviewed.

CHAPTER FOUR
RESULTS AND DISCUSSION

This chapter will critically analyse and discuss the findings, in relation to the literature review and research aims from data collected from PE teachers in a secondary school. During the content analysis procedure, coded quotations were used to provide evidence and create a discussion upon the nascent themes identified from data gathered during the interview process. Kay (1995); Penney and Evans (1999); Cockburn and Clarke (2002) state that findings which are established with supplementary discussion; best advances itself to the complex nature and discipline of the research, and further supports clarity of analysis. For clarity, the themes were all identified from previous research which facilitated the study's aims and provided a robust structure for the data analysis procedures adopted. The main aim of this chapter was to identify teachers 'perceptions of HQPE' and paid particular attention to the differences between the male and female discourse in response to the questions six main themes. The main themes were all significant for teachers in respect to delivering HQPE. Following the procedure of content analysis, the main themes were divided into sub-categories which take a deeper exploration of the critical findings into the differences of teachers' perceptions of HQPE. Deductive analysis arose from existing literature used, in relation to HQPE, whilst inductive analysis was used when appropriate new emerging themes occurred during the case study. The analysis of the findings were exhibited, and integrated using a narrative form, with the aim to achieve readability, to ensure the participants' confidentiality therefore their names were replaced with coding.

The data analysis of the semi structured interviews produced several themes that arose from the interview process. Overall, thirty-eight sub categories were extracted by the responses given by the participants. These raw data themes were summarised into six generic categories, aims and values of PE; delivery of PE; extra-curricular programmes; long-life participation; barriers in PE and potential solutions, incorporated in one main category, what are teacher's perceptions on HQPE. The results are shown through hierarchal content trees, in Table 4:1 the following passage.

Hierarchal Tree

Raw Data Codes

Sub Categories

Generic Category

Main Category

1. M1, M2, M3, F1, F2, F3
2. M1, M2, M3, F1, F2, F3
3. M2,M3,F1,F2,F3
4. M1,M2,F1,F2,F3
5. M1,F1,F2,F3
6. M2,F2,F3

1. What PE offers
2. PE offers something unique
3. Enjoyment
4. Attitude, Commitment, behaviour and Attainment
5. Skill Development
6. PE educational value

Aims and Values of PE

1. M2,M3,F1,F2,F3
2. M1,M2,M3MF1,F2,F3
3. M1,M2,M3,F1,F2,F3
4. M1
5. M1,F1,F3

1. Decision Making
2. Competitive, Creative and Challenge Activities
3. Non Tradition activity
4. Role Model
5. Inclusion

Delivery of PE

1. M1,M2,M3,F1,F2,F3
2. M1,M2,M3,F1,F2,F3
3. M1,M2,M3,F1,F2,F3
4. M2,F2,F3
5. M2,F1,F3

1. Activities offered
2. Staff or Pupil Preference
3. Positive effect on learning
4. Success
5. Skills Development

Extra-Curricular Programme

1. M1,M2,M3,F1,F2,F3
2. M1,M2,F1,F2,F3
3. M1,M2,M3,F1,F2
4. M1,M2,F2,F3
5. M1
6. M1,M2,M3,F1,F2,F3

1. Health, Fitness and Wellbeing
2. Reasons for Participation
3. Pupil Effort
4. Active in other schools
5. Participation after school
6. Strength, Suppleness and Stamina

Long-life Participation

1. M2,M3,F1,F2,F3
2. M1,M2,M3
3. M1,M2,M3,F1,F3
4. M2
5. M2,F1,F2
6. F1,F2
7. F2
8. F1
9. F2
10. F3

1. Facilities
2. Funding
3. Equipment
4. Reward
5. Coach/Teacher Training
6. Primary Transition
7. Pupil Engagement
8. Transport System
9. NC
10. Boys + Girls Equality

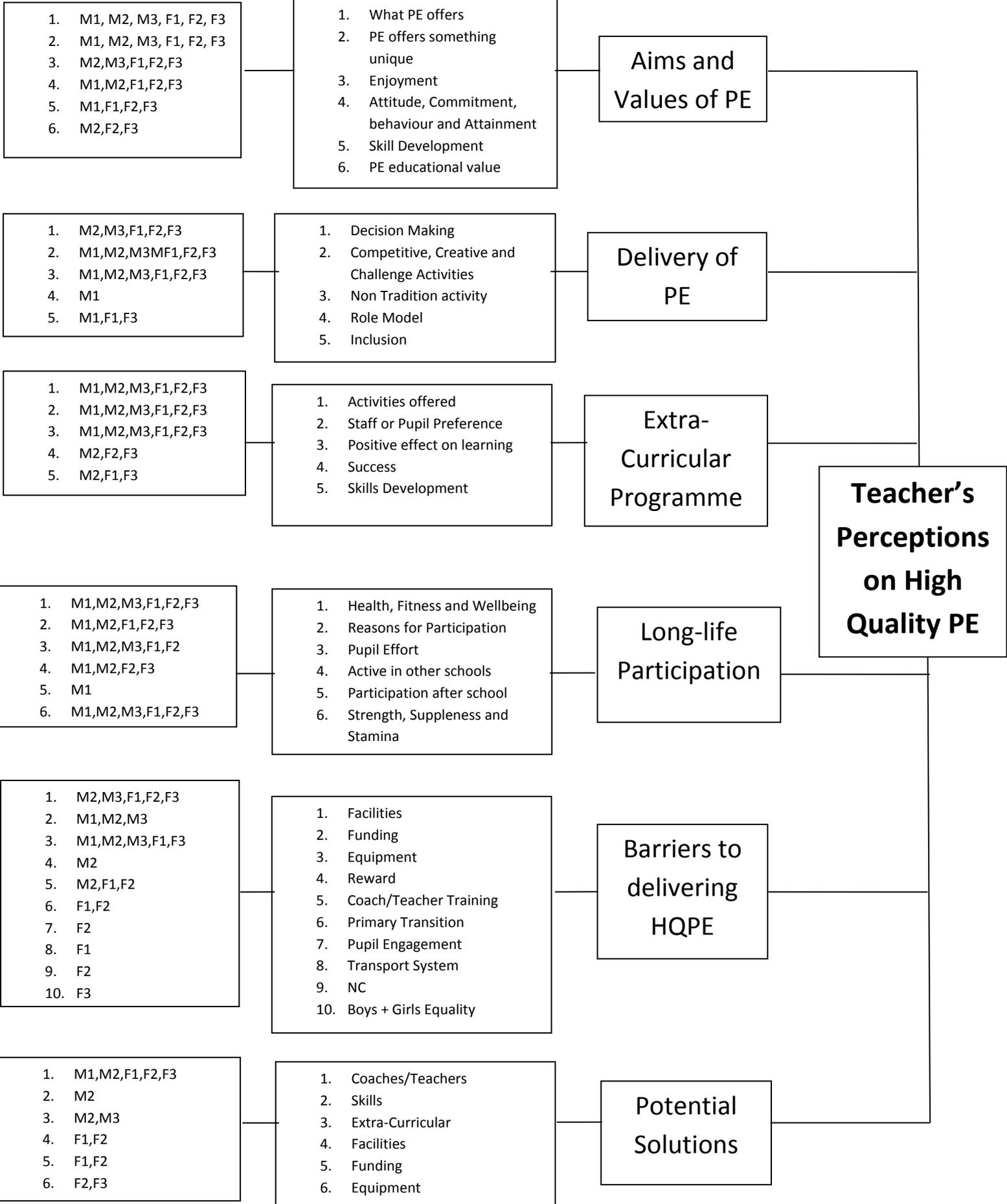
Barriers to delivering HQPE

1. M1,M2,F1,F2,F3
2. M2
3. M2,M3
4. F1,F2
5. F1,F2
6. F2,F3

1. Coaches/Teachers
2. Skills
3. Extra-Curricular
4. Facilities
5. Funding
6. Equipment

Potential Solutions

Teacher's Perceptions on High Quality PE



Aims and Values of PE

The only place children experience learning through physical activity is school, which develops their motivation, confidence and physical competence. PE provides valuable opportunities for pupils to develop self-management, social and co-operative skills, and build character. To ensure these skills are developed, teachers must deliver HQPE. However teachers have their own perceptions on how best to do this. Potentially there are differences in opinions, on how they perceive and deliver HQPE based on their own aims, and values.

From previous research, Vadeboncoeur (2006) states teachers should aim to encourage engagement with young people, learning in informal contexts such as extra-curriculum programmes, community organisations, family, and friendship groups as a way to offset the current status of PE. QCA (2007) state that throughout the curriculum the NCPE aims to develop learners personally, morally and socially, whilst developing their confidence and competency to participate in a range of physical activities. These range of activities will help to promote active lifestyles for children while trying to achieve the aims and values of PE. Developing active and healthy lifestyles is discussed under the theme of long life participation as the consensus among participants is interestingly contradictory to responses regarding perceptions of aims and values and in particular the significance of competitiveness. The perceptions from participants show a clear difference of opinion between the male and the female teachers¹.

Social is a big one. Kids have to be social, communicate with people, people, you don't know, people you don't particularly like. [F2]

Most of our lessons are based on game playing, where we then throw in skills, so skills lessons are vital, but it's not the be-all and end-all. They have to realise that they have to go and practice which is why we have the extensive extra-curricular activities. [M2]

Teacher F2 confirmed the importance of personal skills for children when taking PE and how it can influence and develop their social skills for life after school. However, Teacher M2 has a different perception, he views personal skill development to be

¹ Male teachers are identified as M1, M2 and M3. Female teachers as F1, F2 and F3

associated with a competitive element within PE lessons, which can be further developed in their extra-curricular programme. Whereas the female teacher values the social learning, and how pupils can develop their oracy skills by communicating with people.

Boys it is socially important and actually boosts their ego if they're part of a rugby team, and again, with the multi gym and constantly trying to beat records on the board for rowing times etc. Boys enjoy the competitive element, and particularly (name) School [F1]

This indicates a fundamental sign of controversial differences between the male and the female members of the PE staff. The female teachers perception is that boys develop skills associated with competitiveness within the school. Male pupils are guided towards gaining these skills through being part of a team which can then develop them socially and be valued in terms of hierarchy over other pupils.

When they arrive as an 11 year old, you have to sell the subject; you're basically a marketing manager. If you sell it well, participation rates are high, enthusiasm is high and if you get those two, you can then get them to be successful and buy into the school ethos and work hard, be healthy, be skilful, be successful and have great teams. [M2]

Teacher M2 believes that in order to be successful; competitive skills need to be developed to ensure the school has competitive teams. This supports the statement of teacher F1 that the male teachers view PE as a performance based activity, rather than as Blunkett (1999) notes that PE should be considered to be more than just a 'physical' activity, having a key role in developing students spiritually, morally, culturally, mentally and physically. Interestingly only one male teacher emphasised values other than competitiveness, whereas all three of female teachers stated the importance of PE in terms of cognitive, social, moral and personal skills as well as enhancing pupils' physical based skills. Whitehead (2000) states the purpose of elitism is to produce athletes of the highest standard, enable those with most potential to excel to achieve school prestige, national success and develop role models. For the male teachers only through developing physical skill levels, can these outcomes be achieved. Therefore some pupils who may not be talented or gifted in PE may not be as valued and could experience a low sense of achievement.

It would seem that for boys PE, the male teachers could be more inclusive in teaching PE lessons focussing on, the development of physical literacy. Whitehead (2012) states how physical literacy can enhance motivation, confidence, physical competence, knowledge and understanding to participate in purposeful physical pursuits.

Leadership comes into it, if it is a games lesson we play bench-ball, which they think is a big doss around but it's actually not, it's disguised as that, but they absolutely love it. It gives you a chance to practice your generic team skills, as well as practice umpiring and officiating. Those are probably the three main things we do. [F2]

Teacher F2 considered that leadership is used within girls PE lessons as a quality to improve generic team skills. This will improve the pupils' physical literacy to develop the outcomes suggest by Whitehead (2012) and can engage all pupils into the lesson, regardless of their abilities. Using leadership in lessons, will facilitate a student centred environment where they can make decisions for themselves, by umpiring, officiating or coaching. None of the male teachers mentioned the use of umpiring, officiating or coaching in their lessons, making it clear that this is not a priority within their teaching. Therefore if male teachers, use of Sport Education models they could enhance the pupils' physical literacy more efficiently within their PE lessons, with the aim of develop thinking skills such as organising and evaluating; focusing and remembering; generating and integrating; inferring and analysing; decision-making; and creative problem solving. The following section shows differences in pedagogy used by the male and female participants to achieve HQPE.

Delivery of PE

PE can be delivered through a variety of creative, competitive and challenging activities. Pupils have the opportunity to develop physical competence, skilfulness and knowledge of the body when moving to learn, and learning to move. The teacher's intention is for pupils to participate in PA which will give them the opportunity to be creative, competitive and overcome challenges as an individual

and in a group. Capel (1997) suggests that the primary aim of PE should be its major contribution to physical development and the enhancement of physical competence with a range of motor skills. Data collected suggests that there are differences in perception between male and female participants in this area.

We are very much a competitive school but there is always an aspect of creative and challenge-type activities that are offered as an extra-curricular experience, such as the Kielder Challenge and outdoor activities such as the outdoor adventure trips. [M3]

That is why the pupils want to come here is our teaching encourages pupils to be involved, whether it be in team activities or individual activities for pleasure (rather) than a competitive nature. [F1]

Teacher M3 highlights that the school focuses predominantly on competitive activities, and only offers creative and challenge type activities in their extra-curricular programme, rather than offer those within their PE curriculum. Therefore, it is also important to see whether creative and challenge type activities are also considered seriously within the school curriculum

I think competitive and challenge type activities are very strong here. I don't think we do enough creative. PE does a lot of gymnastics, but I don't think we do enough dance. [M3]

The creative stuff from the girls is phenomenal. We don't do enough challenge type activities, until later on in their school career when they work as a team to learn how to include the special needs in their PE lessons. [F1]

Teacher M3 believes that, the school needs to improve their creative activities, and dance has been suggested. The male teachers may want to consider the benefits that these creative activities may provide; NDTA (2004) identifies that dance, due to its physical nature and creative environment, provides a means of expression and communication distinct from other activities. This will facilitate the pupils' learning when creating group dances, as pupils are given the chance to be creative and learn to build good relationships with others in class.

Teacher F1 highlighted that dance is particularly strong within the girls' programme, which is the opposite of the males teachers' perception. However, the female teacher indicated that challenge type activity is where the girls PE needs to improve on. Challenge type activities such as problem solving based learning are only included in the girls PE until the later school years, such as KS4.

They loved orienteering, but it's an old age problem, we don't do it anymore, it is something we have talked about as a department. [F2]

Lund and Tannehill (2010) consider the positive learning outcomes achieved using an activity such as orienteering which teaches pupils to have clear goals and to work hard and constructively to achieve those goals, concepts necessary for acquiring any motor skill, and applying it to varied situations. However, the teachers see orienteering as an old term solution, and tend to avoid applying challenge type activities into their delivery of teaching. If the teachers believe delivering a challenge type activity has limitation, a possible solution is to make the lesson student led. Lund and Tannehill (2010) indicate the use of a student led activity, such as orienteering. This promotes physical literacy, social responsibility, team work, and how to overcome challenges such as exploration and problem solving. The pupils make decisions by themselves and master new techniques, such as map reading skills. Success and enjoyment depends on respecting one another's interests and aptitudes. This is where the teachers' learning outcomes can be focused to ensure that they are maximised. The teacher can set problem solving activities targeting female pupils so that they gain problem solving, skills. A suggested recommendation is, PE for boys should include more creative type activities, which will allow greater involvement and experience in a wide range of activities that PE can offer. For example with dance, the boys will be able to develop their creativity and nurture social skills. Dance also provides opportunity for pupils to develop their co-ordination, grace and rhythmic sense through the use of movement. The pupils will be able to experience a new learning environment.

Extra-Curricular Programme

According to Villaverde (2003) extra-curricular activities have positive influences in engaging students in the learning experience as well providing a connection to the school. Gifford and Dean (1990) believe that extra-curricular activities have no educational value, and do not see how it prepares pupils to pass their exams. However, Posner and Vandell (1999); McHale, Crouter and Tucker (2001) argue that pupils who have actively involved within extra-curricular activities at high school have more positive psychosocial and academic outcomes. Teacher M2 highlights the benefits pupils develop during the schools extra-curricular activities.

The pupils who have spent a higher proportion of time doing extra-curricular sport seem to be more organised, more disciplined, more focused towards their school. What they want to achieve and where they want to go, and their results reflect that more positive attitude [M2]

Cosden et al., (2004) states that participation in extracurricular activities provides students an opportunity to create a positive and voluntary connection to their school. The pupils feel a sense of ownership that they belong to the school, taking advantages of the opportunities the school offers.

Certainly from a boys point of view, keeps boys in line, whether they're in PE lessons or not. Helps keep boys focused; if you don't behave you will not play on Saturday'. That doesn't work well with the girls section. Because the girls are stressed out or full of energy and want to burn off steam. It helps them settle throughout the week. [F2]

Teacher F2 understands the behaviour management benefits, such as discipline which can benefit the boys PE. If a pupil has behaviour issues, teachers have the power to prevent them playing rugby for school, however, Teacher F2 mentioned that the strategy used by the male teachers is not as influential when applied to girls. As the majority of girls prefer fitness related clubs after school, compared to the boys' preference to competitive fixtures.

Definitely, I think for the elite it gives them an extra level to get to. I think for those who aren't necessarily great at PE, it gives them something else to try.

Girl's Fitness Club on a Tuesday for example, in the fitness suite is absolutely heaving because they've never done it before and gives them an incentive to

Wide range of activities, properly the largest in the county. Mix traditional games such as rugby, hockey, and netball and perhaps less traditional, more individual, health related fitness-type activities, such as Zumba [F1]

The focus for girls is aimed towards inclusion for all pupils, during PE and extracurricular activities. Even though the school offers traditional sports such as netball, they have found the female pupils participate more in fitness activities. Zumba was identified by the female teachers because of student preference. The pupils attend and engage in Zumba, because the pupils want to be there. Boys PE offers a wide range of activities, however they tend to focus competitive activity.

Here we're very well known for extensive extra-curricular offer. There's a specialism in rugby as well; they take rugby very seriously and to a high level, but the extra-curricular programme here is twice the size of what I would say I've experience in most other schools [M1]

The range that offer at our school, I think at the last check I did, there were 31 different activities offered on an extra-curricular basis. Our department have opted to do rugby as our main sport, which we are very successful at, but the opportunities are there for every child to find something, through which hopefully, they aspire to achieve success in something. [M2]

The school offers a wide range of extra-curricular activities during breaks, lunch time and after school hours. A lot of resources are dedicated to Rugby in which the school has achieved notable success. The main focus from the male department is if the boys engage with the extra-curricular activities then most likely they will participate in sport after they leave school.

We're a predominantly rugby school I think the male members of the department perhaps concentrate on the rugby too much. Not all of them, but certain members of the department concentrate on the rugby players and those who aren't interested in rugby tend to get side-lined. For example they're footballers and they don't wish to play rugby because they're taking football to

quite a high standard, I think they sometimes get left behind and just disregarded, sometimes. F3

Teacher F3 has highlighted that the male teachers concentrate on rugby which can have a negative impact on some pupils, particularly those who are not interested in PE. The pupils interested in football, do not get an equal opportunity to pursue their development in football, due to some male teachers preference in rugby. On the other hand, their expertise has led the school to be successful on the rugby field.

The school benefits massively academically and the PE department benefits through their willingness to participate. And that reflects in the number of trophies and the success we have. [M2]

The number of trophies we win in the county is evidence that we are a successful school, physically, academically and buy-in to the fact that a lot of physically active kids are achieving far greater academic scores when they leave in Year 11 [M2]

One limitation to the school's focus on rugby, is that rugby does not appeal to all pupils. The term "success" is used differently between the male and the female PE staff. The male teachers consider success as winning trophies for the school. Whereas the female teachers feel their extra-curricular programme is successful when the girls participate in something they can enjoy, such as their fitness related activities.

Boys in the multi gym constantly trying to beat records on the board for rowing times etc. Boys enjoy the competitive element, and particularly with the rugby at the School. [M1]

Evidently, the main aim of fitness activities are focused on rugby, which limits the choice of extra-curricular activity for those not interested in rugby. Applying competitive strategies in school can have a negative impact on facilitating learning for all pupils. As pupils who are not interested in this type of activity can feel less engaged or less valued because their sport is not the main focus point.

However, the strength of the schools extra-curricular programme is the teachers who realise that a pupil's involvement helps their academic performance. Villaverde

(2003) mentions how participation in an after school program that is designed to build self-esteem, had positive effects on standards test scores in maths and reading. Meaning, that if the pupils develop skills and positive traits within the extra-curricular programme, this can have a positive influence on their academic performance, by achieve higher grades. Even though the boy's and girl's departments have different perceptions on their athletic development successes, they do agree that extra-curricular enhances academic results. This contrasts with Gifford and Dean (1990) previous statement that extra-curricular activities serve no educational value. Pupils can also look back on their school career and feel a sense of achievement, both academically and physically, which will remain with them for life.

Long-life Participation

Cale and Harris (2009) and Stratton et al., (2008) identify the role of PE in promoting a healthy nation, this has been increasingly recognised in recent years. MacPhail et al., (2003); Couturier et al., (2005); Brooks and Magnusson, (2006); Smith et al., (2009); Morrison and Nash, (2012), highlight that learners with activity choice have previously been associated with promoting positive feelings towards PA, subsequently enhancing levels of motivation and engagement within PE. Lewis and Doorlag (2011) agree that pupils who engage with active participation in school are more likely to be attentive, less likely to be off task, and more likely to feel good about their competence. Active participation was also considered important by all participants in this study.

Health, cognitive development, physical development should be the centre of most things and everything else should be around that. [M3]

Teacher M3 highlighted the importance of an active lifestyle and how PE lessons should be the main focus on this. Sibley and Etnier (2003) and Hillman et al., (2008) found a positive relationship between PA and physical fitness, which is related to pupils achieving cognitive outcomes. This indicates how physical development and cognitive can be achieved through the use of an active lifestyle, and how pupils can

benefit. There is a level of agreement between both genders of the PE department that as a physical educator, health is an important aspect of PE.

For the majority of children in the class, it isn't learning to kick a ball, it isn't learning how to make a tackle; it isn't learning how to make a perfect jump shot. It's just giving them the skills and knowledge so that when they leave school they can carry on living a healthy active lifestyle. [M1]

Understand their health and to make sure they participate in school once they have left school. Whether it is a netball team or an aerobics class, I have fulfilled my job. [F2]

Teachers understand the role they have to fulfil as a PE teacher, to enforce health into their teaching. Teachers have identified during to promote and facilitate learning to focus upon stamina, suppleness and strength, especially by the male teachers. Even though health is considered by both genders as important part of their lives, the male teachers prioritise the fundamental factors of competitiveness during PA to help pursue their performance in extracurricular activities.

We have introduced activities to increase stamina, suppleness and strength such as morning club which starts 8.15 to increase conditioning as far as strength and movement are concerned. Gymnastics for their suppleness and coordination and movement. Lots of running in lesson time, in extracurricular time to build aerobic capacity. [M2]

Monkey (fitness) club in the morning there are up to 100 children in there on the bars and ropes and not all of those will be playing sport for the school. It's an open door policy, I think it's fantastic, because it gets the kids all involved. [M1]

The amount of boys participating in the morning fitness shows how PA to improve fitness is taken seriously by the male teachers. Two male teachers spoke about the morning fitness, however none of the female teachers mentioned it. A possible reason for this is the fitness club is attended mainly by male pupils, potentially putting off the female pupils.

For boys, they concentrate on their strength. They encourage the boys to do the strength things and they encourage them in the fitness club a lot, for their rugby, I suppose. [F3]

Teacher F3 highlighted that the male teachers encouraged participation at the fitness club, to enhance their rugby performance. The female teacher's perception is that the boys concentrate on their strength, and so much on suppleness or stamina development. The statement suggests that the male teachers encourage pupils to participate in PA to improve their performance in rugby. However, there is a clear difference of commitment to PA between the boys and girls at the school.

It is my aim to try and get them to take part in things and PA outside school. I do it in all sorts of ways. It doesn't have to be joining a gym. 'Go for a walk with your friends, instead of sitting in town and having a cup of tea' 'Do fitness routines while they're watching East Enders on the living room floor, anything like that! I try to make them understand that PA is accessible anywhere, all the time. You've just got to know how to access it. [F2]

Capel, (2007) found that many girls prefer to participate in activities with a social and recreational environment rather than in competitive activities, such as team sports. An indication of this could be that the female teachers struggle to encourage the majority of the girls to participate in PA.

Barriers to providing High Quality PE

Sherman et al. (2010) found that significant barriers existed in schools when delivering HQPE. The main barriers highlighted during the interview process were facilities and funding. Dwyer et al (2006); Hardman (2008) and Jenkinson (2011) all agree that a PE teacher's main barrier to the delivery of HQPE is the lack off or inadequate facilities and funding. This can have a negative impact on being able to provide a wide range of activities at the school.

Facilities are a major barrier. For example hockey we enter the local hockey league yet we don't have an Astroturf pitch or anything like that. Apart from

(one other local school) we are the only school that hasn't got one, so that affects our play and our outcomes. [F3]

Increase in facilities, swimming pools and health and fitness centres under the same roof. The school to have an Astroturf, on its doorstep, but we don't. [F1]

This indicates that due to lack adequate facilities, teachers sometimes struggle to deliver HQPE for their pupils. Some participants identified that the school cannot provide high quality hockey practice because of inadequate facilities. M2 stated “As a school our facilities are poor, but we make do with what we've got”. This has a huge impact upon the NCPE as the limitations in accessing the varieties of PA in their school. Furthermore, all of the teachers identified that facilities were a major barrier within the school and meant learning was affected, but they have to make the most of the facilities they have.

Our sports hall is only three badminton courts wide. We need a proper, full size sports hall. [F3]

Teacher F3 identifies the lack of space in the indoor sports hall facility which creates a barrier for the teacher maintaining HQPE in lessons. Larger indoor facilities would make it easier for the teachers to have a positive effect on the pupils' learning. All three of the female participants mentioned facilities as being major barrier when delivering lessons only one male teacher agreed. This is a significant point as this current study highlights facilities as a barrier, it doesn't however indicate whether poor facilities are a barrier, or the inflexible teaching used can be adapted in order to overcome this barrier to improve HQPE.

I think a lot more could be done in schools to make sure that girls especially are being delivered high quality physical education by more money thrown at girls' PE to make sure that we have the facilities. [F2]

The link between facilities and funding has been identified, as facilities was a major barrier, however it was affected by the lack of funding schools were given to spend on their PE programmes.

A lack of facilities and funding in this school is a major barrier when the teachers are aiming to deliver HQPE. Participants identified that more funding needs to be used to

make sure teachers can overcome facilities as a barrier in delivering HQPE. The teachers felt that with better quality facilities, they will be able to perform a wider variety of activities for the pupils. Teacher F1 has stated that “*Because of our facilities we don’t encourage top class coaches to come here*”. Facilities have been identified as a major barrier within this current study, and how it can impact on provision, for HQPE.

Potential Solutions

Facilities and funding has been highlighted as a major barrier to providing HQPE in this study. However, the funding is not available.

Unfortunately the money has been pumped into inner city areas, poor areas, areas with a poor social level and it’s not being used. Those schools can’t even get their kids to stay after school and therefore don’t have teams. Whereas we need the funding for pupils who wish to stay on for extracurricular. [F1]

Due to the low levels of available finance, the teachers have not been able to access funding to improve their teaching practice. Teacher M2 has suggested a short term solution to overcome this barrier.

Most of the money for the fitness room was raised through fund-raising and we are very fortunate that a lot of pupils, when they leave, do request that their parents donate a sum of money to the PE department. [M2]

However, the school cannot depend on the main source of annual funding being generated by ex-pupils to ensure the delivery HQPE. If the department were to access funding, five of the PE teachers say they would improve coaching and teacher training. “*Pump more money into long-term coaching to educate staff. The money needs to be used better for this*” [M1]. Funding needs to be made available to overcome future barriers and enhance coaching over a long term plan.

Money into primary schools sport to improve their long-term provision for PE, but primary schools have somewhat missed the mark with that and they’re using it for short term coaching and facilities [M1]

Teacher M1 has identified that coaching and teaching needs to be developed to ensure to help it easier to deliver HQPE. Another male teacher agreed with developing Year 7 pupils skill acquisition, who are making the transition from primary school to secondary school needs to be improved.

Year 7 is quite narrow to get them started and up to speed as far as organisational skills and discipline and general organisation in a big school, from primary school. The gaps from primary to big school are quite massive
[M2]

Highlighting that current PE staff lack certain expertise in certain sports and other types of physical activity. According to Xiang, Lowy and McBride, (2002); De Corby, Halas, et al., (2005); Morgan and Bourke, (2005); suggest certain factors which occur when primary school teachers have low levels of confidence or interest in teaching PE, being unable to provide safely planned and structured lessons, having had personal negative experiences in PE and lacking training, knowledge, expertise and qualifications to provide PE. On the other hand, a restriction for the primary school teachers is that funding is not available to help teachers gain qualifications to help pursue their coach education development. Making the job of a primary school PE teacher very difficult to deliver if they do not have the expertise to deliver HQPE. If the funding were to be available, it would be to ensure primary school teachers have the appropriate training to deliver HQPE. As this will have a “knock on” effect, when the Year 7s arrive at school, they would be then up to speed with the appropriate standard of athletic and personal skills needed for a pupil of that age. Therefore the funding needs to be there in order to assist teachers to be able go on coaching education courses. However, one teacher indicated that teachers in the UK do not get the same recognition as PE teachers in other countries when obtaining coaching qualifications.

If we followed the route of some countries like Australia or South Africa, where if you've done coaching qualifications you get some form of remuneration for the time you spent to make sure you're qualified and therefore if you're qualified you deliver better outcomes; the pupils get better [M2]

Teacher M2 suggests that in other countries PE teachers get recognised and rewarded for gaining further qualification, allowing them to deliver better HQPE to

their pupils. This is a national solution, but perhaps the school could create funding within their school budget to enhance teacher development. This will generate better more qualified teachers and boost their morale due to recognition given for the free time given to gain better qualification. When teachers gain better coaching qualifications, schools will benefit from the extra knowledge and expertise of the teacher that will improve the delivery of HQPE.

CHAPTER FIVE

CONCLUSION

This chapter surmises the, theoretical and practical implications of teacher's perceptions of HQPE. The first key theme identified from the perception of the participants was the difference in the term "success" used between the male and female teachers. The most powerful and pervasive theme throughout, was the male teachers perception of success which is focused dominantly around their rugby extra-curricular programme. Whereas, the female teachers consider success to be when girls are engaged and fully participating in physical activity. The male teachers extra-curricular programme became highly competitive with winning seen as a reflection on the standard of the school. The male teachers perception of PE was primarily about sport, in particular rugby, which was judged upon by the number of trophies won. Male teachers perception of success was focused on high skill performance during their extra-curricular activities. The male teachers do not make judgements on the students when assessing their PE ability, but assessed their games-dominant ability. The male teachers use PE lessons as an opportunity to develop skills in rugby, to identify who has talent and encourage them to participate and enhance their performance in their extra-curricular programmes. The female teachers considered their teaching practice to be successful, when all pupils are fully engaged and participate in a wide range of activities. This study found, most female pupils attended health related activities, such as Zumba in the extra-curricular programme. Female teachers consider an inclusion activity to be more influential in achieving successful learning outcomes when pupils participate in PA. Female teachers believed that extra-curricular should not focus predominantly on competitive and skill based activities or winning trophies, but to ensure all pupils participate in an activity they enjoy.

A second key theme was how the male teachers focus heavily on how fitness can relate to the pupils sport skills to enhance their extra-curricular programme. The male teachers started fitness related activities in their extra-curricular programme, focusing mainly upon strength and stamina related exercises. The purpose being to encourage pupils involved in extra-curricular teams to participate in the fitness clubs as a means to increase their strength. By increasing strength, the pupils will obtain a higher level of fitness. This is evident due to male teachers recording pupils performance scores and comparing them to other pupils. The male teachers consider health and fitness to be a competitive element of PE. On the other hand,

female teachers have not introduced these fitness clubs to the girls, as they consider the importance of inclusion for all. The female teachers aim to ensure all pupils are involved in PA to reduce any health related risks, such as obesity. The female teachers focus on the physical and cognitive wellbeing of pupils, and not upon achieving success on the sports field.

Finally, the male and the female members of staff believe that there should be more funding to enhance teaching and coaching development. Highlighting this point, male teachers used the term “coaching” while the females used “teaching” as a term to develop. This highlights the difference between the male and female teachers priorities in funding. The male teachers want to have a higher level of coaching to enhance their extra-curricular programme. The male teachers only mentioned coaching when it was related to rugby, which indicated that it was for competitive purposes. Whereas, the female teachers mentioned teacher training, to highlight area where they are unable to deliver HQPE due to lack of specialisation.

The study had limitations, there were too many outcomes of HQPE to make a comprehensive assessment on whether the teachers were achieving them. Not all outcomes were covered as the study focused on competitive and inclusive practices. Also data could have been strengthened by interviewing less experienced staff within the school PE department, in order to compare perceptions.

In summary the conclusion of the findings of this study are that, the male teachers aim to produce a high level of skill performance within their extra-curricular programme, and use time in their PE lessons and fitness clubs to enhance this competitive element. It is recognised that the female teachers value the importance of inclusion within their PE lessons, and separate PE and extra-curricular as two different programmes. This suggests that, the male teachers should adapt their teaching practice, to ensure their teaching is inclusive of all pupils, and not just focused on skill related goals such as extra-curricular performance. By not focusing solely on competitive elements, which excludes some pupils, PE lessons should offer non-competitive elements, which will help maximise their delivery of HQPE and ensure all pupils have a positive experience of learning.

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APPENDICES

APPENDIX A
ETHICS FORM

PART ONE

Name of applicant:	Alexander Lane
Supervisor (if student project):	Graham Haines
School:	Sport
Student number (if applicable):	St20004271
Programme enrolled on (if applicable):	Sport and Physical Education
Project Title:	Teacher's perceptions of high quality physical education: A case study investigation of teacher's perceptions of high quality physical education at a mixed secondary school in Herefordshire
Expected Start Date:	23/09/2013
Approximate Duration:	8 months
Funding Body (if applicable):	N/A
Other researcher(s) working on the project:	N/A
Will the study involve NHS patients or staff?	No
Will the study involve taking samples of human origin from participants?	No

In no more than 150 words, give a non technical summary of the project

To investigate teachers perceptions of the value of PE and how HQPE can be achieved in a mixed comprehensive school in Herefordshire. Identify teachers' perceptions of the value of PE. To establish teachers' understanding of the key components of HQPE. Identify and how these are implemented and sustained in their teaching. Identify perceived barriers to sustaining HQPE in curricular and extra-curricular teaching.

Does your project fall entirely within one of the following categories:

Paper based, involving only documents in the public domain	No
Laboratory based, not involving human participants or human tissue samples	No
Practice based not involving human participants (eg curatorial, practice audit)	No
Compulsory projects in professional practice (eg Initial Teacher Education)	No

If you have answered YES to any of these questions, no further information regarding your project is required.

If you have answered NO to all of these questions, you must complete Part 2 of this form

DECLARATION:**I confirm that this project conforms with the Cardiff Met Research Governance Framework**

Signature of the applicant:

Alexander Lane

Date:

1/5/2013

FOR STUDENT PROJECTS ONLY

Name of supervisor:

Date:

Signature of supervisor:

Research Ethics Committee use only

Decision reached:

Project approved Project approved in principle Decision deferred Project not approved Project rejected Project reference number: [Click here to enter text.](#)Name: [Click here to enter text.](#)Date: [Click here to enter a date.](#)

Signature:

Details of any conditions upon which approval is dependant:

[Click here to enter text.](#)**PART TWO****A RESEARCH DESIGN**

A1 Will you be using an approved protocol in your project?

No

A2 If yes, please state the name and code of the approved protocol to be used¹[Click here to enter text.](#)

A3 Describe the research design to be used in your project

- Qualitative design
- Purposefully chosen, 3 male and 3 female PE Teachers
- Consent analysis from field notes, and evidently recorded by a Dictaphone device

A4 Will the project involve deceptive or covert research?

No

A5 If yes, give a rationale for the use of deceptive or covert research

[Click here to enter text.](#)

B PREVIOUS EXPERIENCE

B1 What previous experience of research involving human participants relevant to this project do you have?

I have conducted one study before which involved human participants during my BTEC in Sport and Exercise project on the effects of visualisation during a goal kick in rugby. I used 18 participants during my testing.

B2 Student project only

What previous experience of research involving human participants relevant to this project does your supervisor have?

Graham Haines has vast amounts of experience when including human participants in past studies, especially as his field of expertise is within Pedagogy. Therefore working with children and teachers in schools, is something that Graham is very familiar with. Graham has experience writing articles on High Quality PE; this provides me with an experienced supervisor to help me with my dissertation, as Graham's expertises are relevant to my research project.

C POTENTIAL RISKS

C1 What potential risks do you foresee?

No potential risks of harm should occur. If the participant is feeling unwell, then they will be advised to not participate during the study

C2 How will you deal with the potential risks?

The study is voluntary, therefore cannot force the participant to continue if they do not wish to be involved.

APPENDIX B
LETTER SENT TO SCHOOL

Richmond Halls
Crwys Road
Cardiff
CF24 4NA

Email: st20004271@outlook.cardiffmet.ac.uk

Telephone 07748967111

Monday 11th November 2013

Dear Mrs Catlow-Hawkins,

My name is Alexander Lane, I was a former pupil in Year G and I am currently an undergraduate student studying a BSc (Hons) degree in Sport and Physical Education at Cardiff Metropolitan University. I am writing to request the help of your Physical Education staff to contribute to my final year dissertation. I understand that this may be extremely demanding but your input will have a vital role in this study.

The chosen area of study is to explore teacher's perceptions of high quality Physical Education. The study aims to identify how high quality Physical Education outcomes are implemented and achieved within their teaching practice. The views of the teachers will be investigated to identify and discuss the potential issues and barriers that teachers may face when trying to achieve HQPE in curricular and extra-curricular teaching. From the research I hope to gain insight into the potential barriers and find possible solutions that can be successfully applied into teaching practice.

As part of the research process, the teachers will be interviewed individually to collect data. All data will be kept strictly confidential through the study and no participation information will be released at any time. The participants also have the right to withdraw from the study without giving any reason. During the research process, all information will be kept strictly confidential throughout in accordance with the provisions of Data Protection (1998). Ensuring that the school, your name and the teachers names will not appear anywhere in the results. Prior to being the research process, I will need to gain permission and informed consent if you are willing for your Physical Education staff to participate in the study. There are no potential risks to the participants, their perceptions are only required for future research to be conducted to improve standards of Physical Education in the future.

I look forward to hearing from you soon, if there are any questions regarding further information, please do not hesitate to contact me.

Yours Faithfully,

Alexander Lane

APPENDIX C
PARTICIPANT INFORMATION SHEET

Participation Information Sheet

The purpose of this document is to inform you of all information regarding the research project, which allows you to make an informed decision before agreeing to participate in the study.

Title of project

Teacher's perceptions of high quality physical education: A case study investigation of teacher's perceptions of high quality physical education at a mixed secondary school in Herefordshire

Background and aim of research

This study will further explore teacher's perceptions of high quality physical education. To identify how HQPE outcomes are implemented and achieved within their teaching practice. To identify and discuss the potential issues and barriers that teachers may face when trying to achieve high quality physical education in curricular and extra-curricular teaching. Finally, to compare the differences between male and female teachers' perceptions of high quality physical education, physical activity and physical education.

Participation in the research project

What is being asked of you?

The project involves me (Alexander Lane) interviewing you for approximately 30 minutes on your perceptions of High Quality Physical Education. Your role is to answer all questions as honestly as possible. The questions will be asked based on your perceptions of high quality physical education and physical activity. The purpose of an individual interview is to identify what you consider important without any influence from other participants.

(During the interview you will be recorded via a Dictaphone that only my supervisor and I will listen to.)

What happens after the interview?

After the interview, I will transcribe and type up the information recorded by the Dictaphone and show you a copy to prove I haven't changed anything.

Are there any risks?

There are no potential risks linked with this study. Prior to the study, a pilot study was conducted to make sure the questions asked were specific and reliable to ensure I receive the best response, and to avoid wasting your time. If for any reason, you feel unwell or stressed, I recommend you do not participate. At any point during the interview you have the right to stop the interview.

Right to withdraw

After signing the consent form you have the right to withdraw from the study, without giving any reason. If in the unlikely event of something going wrong, Cardiff Metropolitan University fully indemnifies its staff, and participants are covered by its insurance.

How is your privacy protected

I am responsible for all information involved in the study and kept strictly confidential, as your privacy is respected. The interview transcripts will only be listened to by me. After research has taken place, tapes and all forms will be disposed of, so nobody else can hear or see them.

Are there any benefits from taking part?

There are no direct benefits, however from taking part I hope you have a better insight into perceptions of high quality P.E and the barriers you may face when delivering high quality P.E. I am also happy to share this information to any of the participants that wish to discuss the interview manuscript further.

Further Information

If you have any further questions regarding any issue with the study, do not hesitate to contact me.

Alexander Lane

Email: st20004271@outlook.cardiffmet.ac.uk

Telephone: 07748967111

APPENDIX D
PARTICIPANT'S CONSENT FORM

CARDIFF METROPOLITAN INFORMED CONSENT FORM

CSS Reference No:

Title of Project: Teacher's perceptions of high quality physical education: A case study investigation of teacher's perceptions of high quality physical education at a mixed secondary school in Herefordshire

Name of Researcher: Alexander Lane

Participant to complete this section: Please initial each box.

I confirm that I have read and understand the information sheet

dated
for this evaluation study. I have had the opportunity to consider the information, ask questions and have had these questions answered to your satisfaction.

I understand that my participation is voluntary and that it is possible to withdraw from the study at any time, without giving any reason.

I also understand that if this happens, our relationships with the Cardiff Metropolitan University and our legal rights will not be affected

I understand that information from the study may be used for reporting purposes, but I will remain anonymous throughout.

I agree to participate in this study to view teacher's perceptions of high quality physical education in your school.



APPENIDIX E
INTERVIEW GUIDE

INTERVIEW GUIDE FOR A SEMI STRUCTURED INTERVIEW

Title of Project

Teacher's perceptions of high quality physical education: A case study investigation of teacher's perceptions of high quality physical education in a mixed secondary school.

Name:

Interview Date:

Start Time:

Finish Time:

Introductory Questions:

- What made you want to pursue a career in both teaching and PE?
- How long have you been a teacher?
- Is this your first teaching job?

SECTION A: What is the Value of PE?

1. Curriculum
 - What do you and your department offer to the pupils in PE?
 - Does PE offer something unique that differs to other subjects?
 - Is there a reason for this?
2. What activities does your school offer in their extra-curricular programme?
 - Why were these activities chosen?
 - Does it have a positive effect on pupils learning if so how?
 - Have you ever thought about a non-traditional activity such as Street Games?
3. Life-long participation
 - Should pupils participate in PE, if so why?
4. Other benefits?
 - Are there social, personal, employability, health or other benefits in participating in PE?

SECTION B: What do you think are the key features of HQPE teaching and learning?

According to the DfES (department for education and skills) there are ten identifiable outcomes of a HQPE learning and teaching environment which are attached to the interview guide. I would like your opinions on each one of these and your perception of their achievability in your teaching, for the school, LA and nationally.

When schools and sports clubs are providing high quality PE and/or sport, they see young people who:

1 are committed to PE and sport and make them a central part of their lives – both in and out of school

1. What is your opinion?
2. Can this be achieved in your teaching and within the school?
3. Can this be achieved in the LA? Nationally?

2 know and understand what they are trying to achieve and how to go about doing it

1. What is your opinion?
2. Can this be achieved in your teaching and within the school?
3. Can this be achieved in the LA? Nationally?

3 understand that PE and sport are an important part of a healthy, active lifestyle

1. What is your opinion?
2. Can this be achieved in your teaching and within the school?
3. Can this be achieved in the LA? Nationally?

4 have the confidence to get involved in PE and sport

1. What is your opinion?
2. Can this be achieved in your teaching and within the school?
3. Can this be achieved in the LA? Nationally?

5 have the skills and control that they need to take part in PE and sport

1. What is your opinion?
2. Can this be achieved in your teaching and within the school?
3. Can this be achieved in the LA? Nationally?

6 willingly take part in a range of competitive, creative and challenge-type activities, both as individuals and as part of a team or group

1. What is your opinion?
2. Can this be achieved in your teaching and within the school?
3. Can this be achieved in the LA? Nationally?

7 think about what they are doing and make appropriate decisions for themselves

1. What is your opinion?
2. Can this be achieved in your teaching and within the school?
3. Can this be achieved in the LA? Nationally?

8 show a desire to improve and achieve in relation to their own abilities

1. What is your opinion?
2. Can this be achieved in your teaching and within the school?
3. Can this be achieved in the LA? Nationally?

9 have the stamina, suppleness and strength to keep going

1. What is your opinion?
2. Can this be achieved in your teaching and within the school?
3. Can this be achieved in the LA? Nationally?

10 enjoy PE, school and community sport.

1. What is your opinion?
2. Can this be achieved in your teaching and within the school?
3. Can this be achieved in the LA? Nationally?

SECTION C: How can HQPE be sustained?

Using examples and probes based on your responses to the previous question

1. In an ideal world what support would you need to ensure the above outcomes could be achieved
2. School based, LA based and nationally

SECTION D: Barriers to providing HQPE

1. What are the main barriers that limits delivering HQPE?
2. school based, LA based, nationally
3. In an ideal world, what barriers would could be addressed to deliver HQPE more effectively within your school?

SECTION E: Reliability and Validity of the Interview Process

1. Were you satisfied with the interview process and the information you received prior and during?
2. Was it a positive experience?
3. Did the interview cover all the important factors?
4. At any point, were there any concerns about the study?
5. Did you feel any questions I asked of you put you in an awkward position?
6. Would you change anything to improve the interview process?

Finally, is there anything you like to add?



APPENDIX F

**TEN OUTCOMES OF HIGH QUALITY PE AND SCHOOL
SPORT**

Copy of the outcome of High Quality PE and Sport

(From; High Quality PE and Sport for Young People DCMS PE/HQ March 2004)

The Outcomes of High Quality PE and Sport can be summarised in the ten points below and can be used as a guide for schools on what to look for, they should see young people who:-

1. Are committed to PE and sport and make them a central part of their lives - both in and out of school
2. Know and understand what they are trying to achieve and how to go about doing it
3. Understand that PE and sport are an important part of a healthy, active Lifestyle
4. Have the confidence to get involved in PE and sport
5. Have the skills and control that they need to take part in PE and sport
6. Willingly take part in a range of competitive, creative and challenge-type activities, both as individuals and as part of a team or group
7. Think about what they are doing and make appropriate decisions for Themselves
8. Show a desire to improve and achieve in relation to their own abilities
9. Have the stamina, suppleness and strength to keep going
10. Enjoy PE, school and community sport

APPENIDIX G

IDENTIFIED MAIN THEMES AND RAW DATA RESULTS

Identified Main Themes

- Value of PE
- Delivery of PE
- Extra-Curricular Programme
- Lifelong Participation
- Barriers
- Potential Solutions

Interview Data Analysis: Matrix 1

Values of PE – Male Teachers

Sub Themes	Subject M1	Subject M2	Subject M3	Key Points
What PE offers	Wide range of experiences across the curriculum. Challenged physically and mentally. They get the chance to experience all sorts of different roles including leadership to being part of a team, so hopefully they're given the skills and knowledge to lead a healthy lifestyle outside school.	Students at our school get a fair range of opportunities. The breadth is good.	Give children the opportunity to develop skills and teamwork and physical ability, attributes. In my specific job and my curriculum I'm doing lots of therapy type activities, which enable the children to take a fuller part in day to day activities	All male teachers have identified PE in a variety of aspects including healthy lifestyle, developing skills and opportunities for all.
PE offers something unique	The relationship of the PE teacher with pupils is often very different from the classroom teacher. Because you see the different side to pupils outside of the classroom.	Academia can be forgotten and they can release themselves as far as having a bit of fun, regardless of their ability, as long as we as the sellers of the activity, making it exciting and interesting enough for them to be challenged physically, challenged mentally and some reward.	To treat every pupil as an individual. You can group individuals of certain standards together but every pupil is an individual and, especially with my specific job, I could be teaching 14 different lessons in one lesson.	Again, all have established the PE is a unique subject compared to others in the school timetable. Also provided reasons why they benefit a student in a different way or within a certain environment.

<p>Enjoyment</p>		<p>I'm a big believer that if a child is prepared to get up on a Saturday morning to attend an extra-curricular activity when there's no need for them to be there, and we have a high proportion of children attending these things, they're prepared to do Saturday morning, then they're more willing to get up for school from Monday to Friday, attend school.</p>	<p>This school produces vast amounts of pupil who enjoy PE. Narrow range is targeted because they have the opportunity to play other sports freely around anyway.</p>	<p>The teachers have identified that enjoyment is a key aspect and acknowledge the pupils enjoyment during their teaching.</p>
<p>Attitude, Behaviour, Commitment and Attainment (ABCA)</p>	<p>My Father-in-law came here on his teaching practice last year and commented on the attitude of the children here, if there's a club children will tend to put their heads round the door ask about it and come and have a go. That comes from the extensive programme they're used to here.</p> <p>Everybody's welcome and it's a have a go attitude, when the kids will just come and have a go at anything and it goes encourage them.</p>	<p>Majority of pupils are committed to their PE lessons and extra-curricular activities which we provide, and they see the benefits from previous pupils, who come back to help out in school.</p> <p>When they arrive as an 11 year old, you have to sell the subject, you're basically a marketing manager. If you sell it well, participation rates are high, enthusiasm is high and if you get those two, you can then get them to be successful and buy into the school ethos and work hard, be healthy and successful and have great teams.</p> <p>Kids are achieving great</p>		<p>Teachers have identified the pupil ABCA is positive and that influences them to full engagement in PE.</p>

		outcomes and we're really pleased with their effort levels and the amount of discipline and dedication.		
Skill Development	<p>PE puts you in the environment where you make friends for life.</p> <p>Confidence and just being able to talk to people, meet strangers, put a little bit of pressure on some in a different environment, I think it's a massive benefit socially for children.</p>	<p>Most of our lessons are based on game playing, where we then throw in skills, so skills lessons are vital, but it's not the be-all and end-all. They have to realise that they have to go and practice which is why we have the extensive extra-curricular activities.</p> <p>When they arrive as an 11 year old, you have to sell the subject, you're basically a marketing manager. If you sell it well, participation rates are high, enthusiasm is high and if you get those two, you can then get them to be successful and buy into the school ethos and work hard, be healthy, be skilful, be successful and have great teams.</p> <p>When they arrive as an 11 year old, you have to sell the subject, you're basically a marketing manager. If you sell it well, participation rates are high, enthusiasm is high and if you get those two, you can</p>		PE is understood that it allows the pupil to develop skills, which benefits the child socially.

		then get them to be successful and buy into the school ethos and work hard, be healthy and successful and have great teams.		
PE educational value		I've seen some schools where they sit on their backsides and I've spent time doing reading and writing, which then takes it back to just being another academic subject		PE is understood to be a practical subject.

Interview Data Analysis: Matrix 2

Value of PE – Female Teachers

Sub Themes	Subject F1	Subject F2	Subject F3	Key Points
What PE offers	Wide range of activities to express themselves through movement; through being to coach or officiate peers. Analyse own performance and evaluate their own progress.	Girls it is hockey, netball, a bit of tag rugby when I feel like it. Year 7 gymnastics, dance. Summer rounders, tennis, athletics, and cricket in year 9 they move onto fitness. Also badminton, volleyball and basketball. Right this is what we are trying to achieve in this session' – I always tell my Year 7 my long term aims of PE in this way.	For girls we offer netball, tag rugby, hockey. We concentrate quite a lot of fitness; dance and gymnastics at KS3.	PE gives the opportunity to coach and referee. Provide different skills apart from skills. A wide range of activities is offered, and provided with aims so pupils know what they will achieve.
PE offers something unique?	We work through movement and expression through movement, if you go to the examination side of the subject, you end up written work, it's not really about the written work and pupils can assess themselves practically.	It is the only subject which is based around the personal health of the child. It's more than just participation, team work, leadership, learning how to communicate with people! Being aware of their own bodies, how the body works.	I think it offers pupils a release, as stress release and I think it helps them socially as well. I'd probably say it with other subjects perhaps, but it can offer them something new to try. Perhaps they've not tried before and they want to have a go.	PE is understood to be able to offer something unique to pupils through movement is notified, and to be assessed practically. Also allows pupils to learn about health and other personal skill developments.

<p>Enjoyment</p>	<p>Vast amounts of pupils enjoy PE, and take part whenever possible in community and sporting activities. They enjoy evidently as vast amount of pupils do extra-curricular, sporting projects, club school links, outside clubs, through parents etc.</p>	<p>I think yes, definitely. I think in our school and in many lessons, I would like to say that most of them do enjoy their PE lessons; even those who aren't particularly PE minded, I try to take that into consideration and make sure that at some point they do enjoy it and some of them quite surprise themselves sometimes.</p>	<p>All the teachers are signing from the same hymn-sheet, in that they want people to enjoy PE at all times. I think the Olympics and that strategy and things I think that's at the forefront of people's minds, to try to get people to commit to PE and enjoy it and see that there is PE and sport outside the school.</p> <p>For Bishop's kids, I think the majority enjoy sport and PE because of the wide range of activities on offer. I also think staff have a massive impact as well and I would hope that most of us – we're all role models in there somewhere. So yes, I think kids do enjoy PE.</p>	<p>Enjoyment is mentioned vastly important within the Female PE staffs perceptions.</p>
<p>Attitude, Behaviour, Commitment and Attainment (ABCA)</p>		<p>Kids are massively committed, I have never thought of it being the biggest factor in that. More and more girls coming through KS4 where they're certainly making it a bigger part of their lives than they used to, because they like the whole fitness aspect.</p> <p>Majority of kids take part in sport or dance outside the school</p>	<p>I think you get certain kids who don't want to do PE, but on the girls' side of things we are quite good at encouraging them to do PE and commit that way.</p>	<p>The pupils may not all be interested however the teachers are able to get everyone to participate which is dependent on their ABCA during lessons.</p>

		curriculum; loads of them do.		
Skill Development	<p>Particularly with girls, it is about self-esteem and how they look. Boys it is socially important and actually boosts their ego if they're part of a rugby team, and again, with the multi gym and constantly trying to beat records on the board for rowing times etc.</p> <p>Boys enjoy the competitive element, and particularly Bishops School.</p> <p>The desire for pupils skill improvement is however small it might be, based on their own abilities and starting points. In our teaching, we praise the smallest step of progress and I think it's recognised within the school as well, that the small steps are just as important as massive ones.</p>	<p>Social is a big one. Kids have to be social, communicate with people, people, you don't know, people you don't particularly like.</p> <p>Confidence is one thing as well, even somebody who not practically very able, it can really bring them on in terms of their self-confidence. The differences from Year 7 to Year 10 – if you've nurtured them and really helped them it's a massive impact on somebody like that.</p> <p>Leadership comes into it, if it is a games lesson we play benchball, which they think is a big deal around but it's actually not, it's disguised as that, but they absolutely love it. It gives you a chance to practice your generic team skills, as well as practice umpiring and officiating. Those are probably the three main things we do.</p>	<p>With the new curriculum I would say it's mainly skill based so I think we've gone back to that. I personally have. I think it's a good thing because I think they need skills to develop their natural talent. But pure skills in lessons, doing just pure skill work, doesn't always work so a lot of it is through games playing, they develop their skills through games play.</p> <p>I think confidence definitely; when you hear other members of staff talking about different pupils, you get different perception of them in PE. Sometimes they come out of themselves, which is really good.</p>	<p>Skill development is recognised by female teachers that pupils in girls PE are able to cover a wide range of personal skills within lessons. Confidence and leadership are the key skills mentioned during girls PE lessons. Good to see any sort of progress is recognised. Does not necessarily mean skill based.</p>

<p>PE educational value</p>		<p>They just want to think about PE as a practical subject, to learn about fitness and that's what they want out of it.</p>	<p>We tell them the objectives and revisit them at the end of the lesson. I like to question – because you certain people can do it and you know certain people understand it and they can describe it. So it's good to try to tackle those pupils that you think have potential, but they don't have the confidence. So it's good to tackle them and ask them questions to make sure they understand what they're doing.</p>	<p>PE is seen as a subject which is learnt through movement, and that is recognised by the female PE staff.</p>
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Interview Data Analysis: Matrix 3

Delivery of PE – Male Teachers

Sub Themes	Subject M1	Subject M2	Subject M3	Key Points
Decisions making for pupils		<p>From the moment they arrive at 11 they are officiating and coaching, peer teaching – teaching styles are also allowing them to do this. Reciprocal work, pair work and for them to make decisions about their life, learning, education and where they are going.</p> <p>Part of their assessment is can they actually organise themselves and create through free thinking, and decision making. They are encouraged to become leaders.</p>	<p>We offer a lot of responsibility from Year 7 onwards about what they're doing and make appropriate decisions because we offer them a lot of independence in activities they can do</p>	<p>Pupils have the opportunity to coach and peer teach, and experience a new learning style which is more pupil centred.</p>
Competitive, Creative and Challenge Activity (CCC)	<p>The wider range of activities they experience in school, the more likely they are to carry on with an active lifestyle outside school and when they finish their school career.</p>	<p>All lessons are designed to offer a variety of individual and team games. It is the pupils choice to pursue the things that suit their physique, their abilities and their mental capacities. The range of creative thing is increasing as far as dance, trampolining and those sorts of activities,</p>	<p>We are very much a competitive school but there is always an aspect of creative and challenge-type activities that are offered as an extra-curricular experience, such as the Kielder Challenge and outdoor activities such as the outdoor adventure trips to Llanrug</p> <p>I think competitive and challenge</p>	<p>Heavily competitive and lacking creative such as dance activities.</p>

		<p>compared to team games.</p> <p>Year 9 they do orienteering and outward bound sort of stuff. Year 8 will be offering the same who chooses that will get a life-long experience.</p> <p>We have lots of canoeists, rowers and climbers in the school throughout the school. This helps local clubs financially because of our kids attending our clubs.</p>	<p>type activities are very strong here. I don't think we do enough creative.</p> <p>PE do a lot of gymnastics, but I don't think we do enough dance.</p>	
Introduce a non-traditional activity in the curriculum?	<p>I do try all sorts of different things, because that was one of the positive things from my own PE experience. I understand a lot of children aren't turned on by the normal games of football, rugby, netball or hockey. They need to experience different things to find something they can continue to participate after school</p>	<p>American football is used as a trial for year 10 and 11 pupils. Where alternative activities are investigated, played and then move on to the next activity, If it gets a trial, to go and then they can do it in their own time – that is our aim.</p>	<p>We offer top ability sports which aren't seen as mainstream, so Boccia or New Age Kurling or things like that, we already offer as part of a specific local offer in school</p>	<p>Non-traditional activities are offered to see if they interest anyone who may not like the traditional activities on offer in school. This is to ensure everyone can find a sport their can pursue after finishing school.</p>
Role Model of a PE teacher	<p>I always let the children see me training in the gym and chat to them about my experiences of playing and my experience in sporting activities; so again, just being open, letting the children see me doing things both inside and out of classroom and</p>			<p>Role of a PE teacher is considered very important. The teachers can see a different side to the pupil inside and outside the classroom.</p>

	<p>hopefully being a positive role model.</p> <p>As a role model I consider it part of my job to try to keep myself physically fit so that anything I ask the children to do, I believe I should be fully capable of doing as well. I think a key part of my job is to maintain practice what you preach.</p>			
Inclusion	<p>Here is a fantastic environment, it's a very inclusive environment, from children with SEN and children with non-sporting backgrounds – for example, the first XV here, I am involved with, in year 11 there are still new players coming in and joining and making it into the first XV – I mean that's 5 years into their school career. It's an open door policy, which I think is fantastic</p>			<p>Very inclusive for all children to be involved. However, example here is a competitive element of inclusion, and may not be a great example for all pupils?</p>

Interview Data Analysis: Matrix 4

Delivery of PE – Female Teachers

Sub Themes	Subject F1	Subject F2	Subject F3	Key Points
Decisions making for pupils	<p>Not all the time, but the majority pupil's umpire, officiates themselves; deciding what area of work they need to concentrate on. They evaluate each other's work and make decisions or suggestions on what appropriate improvements should be made.</p>	<p>To get the kids to do that, as you know, is very difficult, but they do get better at it and certainly in Year 7 they've got to be taught to do that, to think about what you're doing. If something isn't working, think about why it's not working.</p> <p>We try to enforce this massively, I try to make them do that all the time, solve your own problems. I'm the last resort; you try to work it out for yourself.</p> <p>Overall kids are rubbish at making decisions for themselves; they're very reluctant to be independent thinkers, aren't they? They like to be spoon-fed</p>	<p>In my teaching, I like them to make decisions, so things like what are they going to do next lesson? What do they want the objectives to be and how are we going to go about meeting those objectives. That's quite important to be and how are we going to go about meeting those objectives. That's quite important because they've got to understand and know what they're doing in order to improve. But also, unless they have the desire, you're not going to get out of them what you want to get out of them.</p> <p>The schools ethos is the</p>	<p>A GIRL PE also has the opportunity to make decisions for themselves in terms of coaching and officiating. Important for a pupil to make decisions what they think can be improved. The teachers understood the importance therefore try and enforce this into their aims and objectives for every lesson possible.</p>

			about the pupils making decisions in their PE lessons, so kids make decisions for themselves.	
Competitive, Creative and Challenge Activity	<p>That is why the pupils want to come here is our teaching encourages pupils to be involved, whether it be in team activities or individual activities for pleasure than a competitive nature.</p> <p>Pupils love the competitive nature of activities, even if it's only team games. The creative stuff from the girls is phenomenal. We don't do enough challenge type activities, until later on in their school career when they work as a team to learn how to include the special needs in their PE lessons.</p>	<p>The curriculum needs to be designed around the modern interests of girls, as we want to do more contemporary things like Ta Bater, Zumba and a lot more dance.</p> <p>The boys do so many competitive fixtures, we have inter-house competitions at the end of every term. We did rugby and netball and before Christmas and we had a huge response with the girls for that for every single year group.</p> <p>Creative – yes. Activities that encourage it, defiantly things like gymnastics and dance they do a lot of putting together sequences – we do it across the board actually for a child to be creative.</p> <p>They loved orienteering, but it's an old age problem, we don't do it anymore, it is something we have talked about as a department.</p>	<p>We offer a range of competitive activities, probably more so outside school, so our extra-curricular and our fixture lists are quite intense. In lessons, we have things like ladders for example. On the tennis courts, we have ladders and games like that. Creative we do quite a bit of dance and gymnastics and also in games activities, I know I certainly try to get them to be creative with their strategies and their tactics that they use. And challenge-type activities – you tend to put quite a lot of personal challenge in there, so trying to get them to beat their PB, or trying to get them to do something they can try to achieve themselves better than they've done previously, so it's not all about competition against other people, but personal goals as well</p>	<p>Even though the school is known to be a Netball school, the teachers are dominant on creative activities. Lacking challenge activities.</p> <p>Teacher states that boys do too much competitive activities and need to increase their creative.</p>

			The boys do too much competitive, they like rowing, as it is very important to them, they have the rowing up on the board, they have 4 minutes rowing, to see whether they can beat other people and beat their PB. They don't have a lot of creative activities in there but I think that is down to staff expertise.	
Introduce a non-traditional activity in the curriculum?	<p>Not really, it would be quite interesting to see how that would take off. That's based on teacher's time commitment etc.</p> <p>If someone wanted to do street hockey, then we would put the club on, it's just a case of lack of expertise, and the staff are over worked with extra-curricular activities.</p>	We have done yoga, we did have a specialist teacher come in, but it has all stopped. We try to do bums and tums type stretching, toning, muscular endurance type sessions. We try to do tag rugby and contact rugby as the girls are really interested. Also dodge ball	In the past we have tried to – I know when you say non-traditional, can it be non-traditional for girls, because a lot of girls want to do rugby, because it's such a rugby school and they see the boys doing it so they want to have a go. We've offered it in the past, we've got rugby coaches in and although the girls say they want to do it, actually when it came down to it numbers weren't that great, so that's why we haven't carried it on.	They have attempted to introduce a non-traditional activity however this needs to be enforced more. Perhaps a pupil preference activity would be a good suggestion?

<p>Inclusion</p>	<p>Vast amounts of pupils go on to do sport, whether it would be personal, individual sorts of activities, such as jogging or running, or playing outside teams, for example club-school links are very important.</p>	<p>If a pupil has low confidence and try to get them involved – I set them something that's achievable, make it fun. Get them to enjoy it. Do something silly that normally works.</p>		<p>PE is for all and they see enjoyment and participation to be the key element of PE.</p>
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Interview Data Analysis: Matrix 5

Extra-Curricular Programme – Male Teachers

Sub Themes	Subject M1	Subject M2	Subject M3	Key Points
Activities offered	<p>Here we're very well known for extensive extra-curricular offer. There's a specialism in rugby as well; they take rugby very seriously and to a high level, but the extra-curricular programme here is twice the size of what I would say I've experience in most other schools.</p>	<p>The range that offer at our school, I think at the last check I did as head of department, there were 31 different activities offered on an extra-curricular basis. Our department have opted to do rugby as our main sport, which we are very successful at, but the opportunities are there for every child to find something, through which hopefully, they aspire to achieve success in something.</p> <p>If we catch them at a young age, at 11, they understand the ethos of the school is that way inclined that the opportunities are there for them to take, they are actively encouraged to participate, to have a go and do a variety of activities to find the one which might be their life-long interest.</p>	<p>Basketball, rugby, netball, hockey, gym. We do target sports, we do some top sport ability. There's a wide range of activities. I only help to volunteer</p>	<p>Competitive activities are strong in the male extra-curricular programme, Rugby has been identified as boys main sport which is taken very seriously and perform at a high level</p>

<p>Staff or Pupil Preference?</p>	<p>If a kid shows an interest we will attempt, for example pupils expressed an interest in equestrian sport, so we made a team. We took them and they completed and won the county championships! So that was an example of a student led activity.</p>	<p>Everything offered is pupil preference in the first instance but to be good at something we in this school have agreed to be good at a sport in the boys and girls department. If a child does not like an activity, such as rugby, they have 31 activities available to them.</p>	<p>Staff wouldn't give up their time for activities that they wouldn't want to do. As a PE teacher you have to remember, that you're giving up your time but other people don't. So it's staff led, absolutely.</p>	<p>Most boys PE are teacher lead, student lead activities are limited</p>
<p>Positive effect on students learning?</p>	<p>Oh yes, they buy into the whole ethos of it, of have a go. I always pursued anything I did to the highest possible level and I always try to put that ethos over to the kids.</p>	<p>The pupils who have spent a higher proportion of time doing extra-curricular sport seem to be more organised, more disciplined, more focused towards their school. What they want to achieve and where they want to go, and their results reflect that more positive attitude.</p> <p>The number of trophies we win in the county is evidence that we are a successful school, physically, academically and buy-in to the fact that a lot of physically active kids are achieving far greater academic scores when they leave in Year 11</p>	<p>Especially at this school the effect instils a great discipline into the children and any physical activity will make you more cognitively able as well.</p>	<p>The benefits of Extracurricular have identified to improve discipline and a positive attitude to help achieve better academic results. As well as physical and cognitive developments.</p>
<p>Success</p>		<p>The school benefits massively academically and the PE department benefits through their willingness to participate. And that reflects in the</p>		<p>Success has been identified when the boys win competitions in competitive activities, such as rugby, when</p>

		number of trophies and the success we have.		they win trophies for the school
Skills Development	Boys in the multi gym constantly trying to beat records on the board for rowing times etc. Boys enjoy the competitive element, and particularly Bishops School.	No other schools locally seem to be achieving the same things we're able to do. I think this is due to staff morale and the ethos of the school, led by a head teacher whose vision is to say 'Let's have an extensive extra-curricular activity list to bolt onto the curriculum time' to give kids opportunities they take it and they run with it.		Head teacher has recognised the vast amounts of boys pupils have sporting talent, hence the extensive extra-curricular programme. Boys like to be competitive by recording their skill times and compare against other members of their team.

Interview Data Analysis: Matrix 6

Extra-Curricular Programme – Female Teachers

Sub Themes	Subject F1	Subject F2	Subject F3	Key Points
Activities offered	Wide range of activities, properly the largest in the county. Mix traditional games such as rugby, hockey, and netball and perhaps less traditional, more individual, health related fitness-type activities, such as Zumba.	Competitive activities are massive isn't it? But all schools do competitive fixtures don't they?	<p>Quite a broad range of things actually. Netball is the main one for girls, because it's a traditionally it's a netball school. We offer cricket. We offer football because that's a new sport that's come in, primary schools tend to concentrate on that now, as opposed to netball. So we just bring that through to the secondary school. Zumba, because it's a new craze. Cheer-leading, dance and table tennis.</p> <p>We're a predominantly rugby school I think the male members of the department perhaps concentrate on the rugby too much. Not all of them, but certain members of the department concentrate on the rugby players and those who aren't interested in rugby tend to get side-lined. For example they're</p>	Fitness related activities are on offer, such as Zumba. Competitive activities are amongst the girl's extra-curricular programme. Creative activities such as dance and cheer leading are involved. Female teachers have identified that the boys do too much rugby in their extra-curricular programme. Lacking opportunities for pupils who are not interested.

			<p>footballers and they don't wish to play rugby because they're taking football to quite a high standard, I think they sometimes get left behind and just disregarded, sometimes.</p>	
<p>Student or Staff Preference</p>	<p>A lot of activities are chosen by staff due to their expertise and their interests. We have learning assistants who have a particular interest in fitness and cycling. Another teacher has an outside interest in badminton.</p> <p>However recently we have been looking at what would pupils like, Such as Zumba and cheerleading</p>	<p>More choice based on KS4 such as badminton, volleyball and basketball. We open it up more in KS4</p>	<p>Staff expertise but at the start of the year we ask the kids what they would like, but that depends on money and the expertise we've got.</p>	<p>Majority of activities are chosen by staff. No mention has been given for student preference of an activity.</p>
<p>Positive effect on student learning?</p>	<p>Vast amounts of pupils, not only people playing in teams but also those who prefer individual activities, I think they appreciate the fact that we are trying to enhance their learning and their health and fitness and future life, post 16.</p>	<p>Certainly from a boys point of view, keeps boys in line, whether they're in PE lessons or not. Helps keeps boys focused; If you don't behave you will not play on Saturday'. That doesn't work well with the girls section. Because the girls are stressed out or full of energy and want to burn off steam. It helps them settle throughout the week.</p>	<p>Defiantly, I think for the elite it gives them an extra level to get to. I think for those who aren't necessarily great at PE, it gives them something else to try. Girl's Fitness Club, in the fitness suite is absolutely having because they've never done it before and gives them an incentive to try something new.</p>	<p>Female teachers have highlighted the use of discipline helps the positive effects of learning, as the male staff can use as a behavioural strategy by whether they will be picked for a team or not depending on their discipline. However the girls extra-curricular aren't as intensive as the boys. Girls have a positive benefit of learning through stress release and to burn off steam instead of achieve competitive outcomes.</p>

Success		Every single session they should know what they're trying to achieve.	It is interesting to see what girls are participating in Taekwondo and martial arts outside of school.	Success is considered by the female teachers when pupils are physically active outside of school, and how engaged they are in the extra-curricular programme.
Skill Development	A lot of Extracurricular clubs are mixed ages, mixed gender and different friendship groups which builds self-confidence.		I think here Bishop's we give the kids a lot of confidence. I think, although it's perceived as quite an elite school, I think for those students who aren't as good, or aren't naturally talented, I think we try to give the kids confidence in things like if they aren't able to do the activity we encourage them to umpire or to coach. We encourage them if they're new to the school or new to the activity, to start and try the after-school clubs. We try to make sure that the elite ones in the group don't take over, so that the less confident ones lose their confidence altogether.	Developing skill performance isn't considered the only important aspect of developing skills. female teachers have highlighted if pupils have the ability to referee or coach, involve in mixed ages, mixed genders, make new friends and build self confidence

Interview Data Analysis: Matrix 7

Lifelong Participation – Male Teachers

Sub Themes	Subject M1	Subject M2	Subject M3	Key Points
<p>Health Fitness and Wellbeing</p>	<p>For the majority of children in the class, it isn't learning to kick a ball, it isn't learning how to make a tackle; it isn't learning how to make a perfect jump shot. It's just giving them the skills and knowledge so that when they leave school they can carry on to live a healthy active lifestyle.</p> <p>Diet is the biggest thing in this country; eating habits are very poor over here; I think a lot more could be done to educate the children in that way – Schools have new diets and new guidelines and they're telling children what they should be eating instead of showing them why and asking</p>	<p>Aspect of the subject PE and we want kids to be active and involved, therefore healthy; be aware of the benefits to their health and the pros and cons of different forms of exercise and the intensity towards achieving success</p>	<p>Health, cognitive development, physical development should be the centre of most things and everything else should be around that.</p>	<p>The importance of a healthy lifestyle is established as a high level of importance within the male department.</p> <p>Fitness level drives pupils increase in their level of sporting performance.</p>

	<p>them to experience it.</p> <p>We do a lot in this school relating to circuit training and health related fitness and the children are very aware of their heart-rate, the effects of training on their body and what it means to live a healthy lifestyle.</p>			
Reasons for Participation	<p>The more experiences they have the more likely they are to find something they can relate to, if it's something they enjoy, the more likely they will carry on afterwards, with the bigger picture of a healthy lifestyle.</p>	<p>Pupils see that as part of their day, it's not an opt-in, it's an opt out situation, as our numbers of participation are in the high 60-70% for each year group.</p> <p>Depending solely on the staff of a school, who are prepared to give up their free time, would generally give the activities might inspire a child to be active.</p>		<p>To ensure boys participate after they leave school is a primary aim for male teachers.</p> <p>Participation levels are high for each year group, a teacher relates 60-70% of boys participate in their extra-curricular programme, highlighting the importance that the majority of boys are active.</p>
Pupil effort	<p>Monkey club in the money there are up to 100 children in there on the bars and ropes and not all of those will be playing sport for the school. It's an open door policy, I think it's fantastic, because it gets the kids all involved.</p>	<p>They are active, trying their hardest, participating, and learning through the medium of movement.</p>	<p>The majority of kids have a desire to improve. We have a lot of really good kids here and they want to improve; they want to get better so they put that extra work, that extra training in and I hope I encourage that in my lessons.</p>	<p>Boys attend a fitness club every morning to improve their fitness. The club is designed to give pupils the opportunity to put extra training in to ensure they perform better in their extra-curricular programme.</p>

<p>Pupils active in other schools?</p>	<p>I think local authorities are shooting themselves in the foot, children have no recreational space to just go and kick a ball. Nationally not active enough and I don't know what we can do about it. This is due to society being very sedentary, the while emphasis has gone off going out and looking for activities and things to do.</p>	<p>I think we are above the average norm. There are schools like us, but I think the average school do a lot less than we do.</p>		<p>Teachers state that pupils are not as active in other schools compared to their pupils. As local schools around them, and nationally need to increase participate with their pupils.</p>
<p>Participation after School</p>	<p>If they just get their standard rugby/football, netball, hockey you're only going to get a small catchment who enjoy that and I think the figures are quite shocking – I think only 6% carry on playing competitive sport outside school.</p>			<p>Teacher highlighted the poor levels of pupils who carry on competitive sport after school. Nothing mentioned on participate levels on any other physical activity.</p>
<p>Stamina, suppleness and strength (SSS) to keep going</p>	<p>Really strong, I regularly played all different sports and physical activity so for children like me they go hand in hand. Here, the ethos of hard work and effort is phenomenal and that is evident when you go to things like athletics championships and the cross country; we'll take 50-60 children, whereas other schools only take 10-15 purely because our children have that stamina, suppleness and strength to keep going,</p>	<p>We have introduced activities to increase SSS such as morning club which starts 8.15 to increase conditioning as far as strength and movement are concerned. Gymnastics for their suppleness and coordination and movement. Lots of running in lesson time, in extracurricular time to build aerobic capacity.</p> <p>We are lucky that this pupils produces motivated pupils, motivated kids, motivated staff</p>	<p>This school in the high quality PE we provide stamina, suppleness and strength it is important that the children display that regularly. They know that they overload their bodies to improve and we certainly try to do that in our teaching.</p> <p>Local authorities talk about what they are going to do next rather than getting on with it</p>	<p>Boys are pushing to improve their strength to the best of their capability. All examples have been given to improve their strength or stamina. Think more could be done to improve suppleness</p>

	because they're pushed in lessons. Because they are pushed they develop physically. The monkey club in the morning, their strength is phenomenal!	and the combination is a very happy department where we have lots of success.		
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Interview Data Analysis: Matrix 8

Long life Participation – Female Teachers				
Sub Themes	Subject F1	Subject F2	Subject F3	Key Points
Health Fitness and Wellbeing	<p>We achieve this in our teaching and the school particular makes pupils fully aware of the importance of a healthy, active lifestyle, now and long-term, post school.</p> <p>Throughout the school there is no problem, the school support us, with the food in the canteens.</p>	<p>More kids are arriving to Bishops school becoming more and more obese every single year. They are not active enough.</p> <p>No matter the activity, we always talk about and try to get them to learn why those sports are good for you. How it affects their health and their lives.</p>	<p>I think most pupils understand that it's an important part of a healthy active lifestyle. I think that in my lessons. I try to talk about how important it is to be active and to link it with our fitness modules, so we have particular links. I also try to promote our fitness club.</p>	<p>Female teachers highlight the potential health issues that can occur and state this of high importance when delivering PE to girls. They regularly promote the fitness club so girls participate regularly.</p>
Reasons for Participation	<p>Gets bums off sofas in the evening. Pupils make a new social circle outside school as well as inside.</p> <p>Reduce obesity and trying to encourage healthy eating and an active lifestyle.</p>	<p>Understand their health and to make sure they participate in school once they have left school. Whether it is a netball team or an aerobics class, I have fulfilled my job.</p> <p>It is my aim to try and get them to take part in things and physical activity outside school. I do it in all sorts of ways. It doesn't have to be joining a gym. 'Go for a walk with your friends, instead of sitting in town and having a cup of tea' 'Do fitness routines while they're watching East Enders on the living room floor,</p>	<p>The obvious one, for health and fitness reasons. Socially I think that's quite a good one. I think it teaches pupils socially and their mental wellbeing; so it gives them another string to their bow. It's not just academic; it's physical activity as well.</p>	<p>To reduce health issues such as obesity is identified, and promote a healthy living to aching a healthy and active lifestyle. Make sure girls participate outside of school. As well as the physical benefits, the teachers have also valued how a pupil can benefit socially, by making new friends.</p>

		<p>anything like that! I try to make them</p> <p>Understand that physical activity is accessible anywhere, all the time. You've just got to know how to access it.</p>		
Pupil effort	The ultimate basis of our teaching is whatever the activity we're trying to do, to encourage participation fully and to understand why it is valuable part of everyday life.	In my lessons – you are looking at 99% of kids have the confidence to get involved in PE and sport. The only reason why pupils don't make an effort in PE lessons is if they have had a bad experience in a primary school.		Majority of girls participate in PE and make the effort during lessons.
Pupils active in other schools		We are not the greatest, I think we're probably getting better at it. If all schools were like (school) probably yes, but they're not, are they? Speaking to other teachers, especially amongst girls – we keep coming back to girl's don't we – they have high rates of non-participation in lessons, lots of girls not doing it. We don't have that problem but I know a lot of schools do.	I think a lot of schools now are attached to fitness centres and I think perhaps they link in with that, hopefully, so they do promote a healthy active lifestyle there.	Female teachers highlighting that pupils in other schools are not as active as their pupils, insisting that they achieve high levels of participation to ensure they are all physically active.
Stamina, suppleness and strength (SSS) to keep going	We work very hard to increase stamina and strength. Suppleness I think is a little bit more difficult. Encouraging the pupils to take responsibility for own warm ups and cool downs	We try to get them to achieve, certainly in terms of SSS, going back to what I said about coming up from primary school, many kids are lacking in all three of those areas. Girls	Girls-wise, I think the majority of them tend to give up at the first hurdle. I think certain activities if they don't think they can do it, they sort of give up.	Teachers have identified that boys focus too much on strength. Boys have high level of participation across all year groups. However, some girls here

	<p>and their own exercise programmes, I think that will probably help. I think we do it as it is in the NC, working on health and fitness and looking at CV improvements I think that will become increasingly so.</p>	<p>used to climb to the top of the ropes out of a group of 30. Now fewer than 5 can do it. That was about 13/14 years ago, so that is a massive difference. Year 7's a lot of them can't run round the track once without having to stop. Because they do not have the depth of character to make themselves do it.</p>	<p>But again a lot of girls do have the mental strength to want to keep going; and actually because they're doing more fitness and things outside the school, I think yes, they are putting that in, they are doing that. And in lessons we try to encourage them. Cross-country, for example, that's an obvious one; we've done it this year and actually a lot more girls paced themselves and ran, a lot more than they used to. They used to walk quite a bit. So from that aspect, I think.</p> <p>For boys, they concentrate on their strength. They encourage the boys to do the strength things and they encourage them in the fitness club a lot, for their rugby, I suppose.</p>	<p>have no interest of being physically active and do not participate, especially with stamina exercises.</p>
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Interview Data Analysis: Matrix 9

Barriers – Male Teachers

Sub Themes	Subject M1	Subject M2	Subject M3	Key Points
Facilities		<p>“As a school our facilities are poor, but we make do with what we’ve got.”</p> <p>“An example would be our fitness room, which is one of the best fitted out in the county”</p>	<p>Not enough resources devoted, in terms of staff and facilities. Facilities being taken over for other stuff that has a knock on effect.</p> <p>It is Facilities, it isn't equipment, its places to do stuff. Resources to maintain what you have and to ensure that you can use everything at all times.</p>	<p>The schools facilities have been identified as poor. M3 highlighting the limited access of facilities, when you want to use a certain room e.g sports hall, and it will be busy with another class.</p>
Funding	<p>“Careful use of funding available, I think would go a long way”.</p> <p>“Funding for long term provision to educate their staff”</p>	<p>Most of the money for the fitness room was raised through fund-raising and we are very fortunate that a lot of pupils, when they leave, do request that their parents donate a sum of money to the PE department</p> <p>Funding for volunteers, if there's going to be no cash and therefore things like CRB checks and those sorts of things which can hinder people's willingness. The process is too long, when students want to come back they have to go through the same things. Should there</p>		<p>Limited funding to help educate staff and external coaches to assist with the PE department.</p>

		not be some way of encouraging people to come back and be involved to give something back they've received?		
Equipment	"Local community need more recreational space for children to play on"	"Through fund-raising the money is reinvested in equipment, in clothing and basically to ensure that future generations are able to have the opportunities they had."	Equipment is not an issue.	Equipment is limited and only fundable by fundraising.
Reward		"If I could offer my staff some sort of financial reward for their time I think that would make them happier and more worthwhile; Make them feel valued and as people who do give up their free time, I don't think it would be a massive amount of money required"		Teachers are unpaid when giving up their free time to help extracurricular activities. This will also increase staff morale.
Coaches/Teachers		"Teacher training is a barrier to some extent, because the amount of time they spend in teacher training is quite limited in the sense that the coaching they are given to be able to be quality coaches of an activity or many activities, has dwindled and over the 20 years I've been teaching they are under far greater pressure to do academic work, rather than looking at how to be coaches of an activity which will make them achieve far greater standards in children and therefore reaching their potential better"		Teachers are required to do too much paperwork, and taking the focus away from teaching the pupils, as they are stressed to complete paperwork.

Interview Data Analysis: Matrix 10

Barriers – Female Teachers				
Sub Themes	Subject F1	Subject F2	Subject F3	Key Points
Facilities	<p>Increase in facilities, swimming pools and health and fitness centres under the same roof. The school to have an Astroturf, on its doorstep, but we don't ; outside coaches being encouraged to come and run clubs, so it's not always the expectation that the teacher will do it.</p> <p>If we had top class facilities, ice skating rink, you know it's going to feed extra enthusiasm for non-traditional activities.</p>	<p>I think a lot more could be done in schools to make sure that girls especially are being delivered high quality physical education by more money thrown at girls' PE to make sure that we have the facilities.</p>	<p>Facilities are a major barrier. For example hockey we enter the local hockey league yet we don't have an Astroturf pitch or anything like that. Apart from St Mary's we are the only school that hasn't got one, so that affects our play and our outcomes.</p> <p>Our sports hall is only three badminton courts wide. We need a proper, full size sports hall.</p>	<p>Teachers wish to increase the facilities throughout the school. Girls sometimes do not have access to the facilities, and therefore cannot achieving their outcomes.</p>

Funding	Limits using challenge type activities in PE lessons. We are unfunded because we are an ageing county.			Funding needs to be increase to help teachers deliver challenge type activities
Equipment	Gymnasium is the equipment which was transferred from an old nightclub, and we are still using it, the best part of a 100 years old some of those wall bars. Yet we are still trying to produce high quality gymnastic performance.		Fitness room wise our equipment is really good, but because it's so popular we need more treadmills for example. But we need more space!	Opposite to the male teachers, female teachers say the equipment is good. Especially the fitness room, where the majority of lessons and extra-curricular activities are delivered.
Coaches/Teachers Training	We lack innovative coaches and coaching schemes that inner city areas have. Because of our facilities we don't encourage top class coaches to come here.	Funding so we have the knowledge and know-how to deliver the sports they want us to deliver.		Need the knowledge to enhance their delivery within PE and extra-curricular activities.
Primary Transition	Primary and junior school do not have the necessary core skills and control when they arrive. Decline in their ability to do simple tasks, core skills such as a forward roll or backward rolls, and a lot of throwing and catching skills that they need, so it takes longer to develop.	Year 7 their skills in gymnastics and the control of their bodies are definitely getting worse, rather than better; that's not the primary school teachers fault, they have different priorities and unfortunately for us, which is understandable, PE is not one of their priorities.		The skill level of Year 7s are poor and make this a barrier in their teaching as they have to teach at a lower ability than expected.

Pupil Engagement		<p>A of girls depends on what they're doing; whether it's inside or outside, who they're with, what teacher they've got – it very much depends on all sorts of factors. All of those can make it hard to deliver PE</p> <p>Girls can have low self-confidence, as the girls vary compared to boys because being physically active is not cool in front of boys?</p>		Girls engagement is considered negative and creates this hard to deliver PE. Girls lack cognitive skills such as self-confidence.
Transport system	No transport system for children who wish to stay after school for extracurricular.			No transport system creates a barrier so pupils who need the use of transport to get home, are restricted to non-participate in extra-curricular activities.
NC		NC levels I think have done more harm than good, because kids don't understand. As a teacher you are trying to achieve Level 6 this is what you've got to do. The kids grade themselves you can tell that they actually don't really understand what they're supposed to be doing.		NC need to apply the levels of performance so the pupils understand. Creates a barrier in their teaching.
Boys + Girls PE more equal			I also think a lot of work needs to be done to make boy's and girl's PE more equal. I used to be head of department and that was one of my main aims,	Boys have more recognition in their achievements, and believe boys and girls success needs to have higher equality

			because – OK boys win a lot of trophies, but so do the girls, but the recognition just isn't there, perhaps because the boys have a higher profile than the girls.	
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Interview Data Analysis: Matrix 11

Potential Solutions – Male Teachers				
Sub Themes	Subject M1	Subject BM2	Subject M3	Key Points
Coaching/Teachers	<p>Pump more money into long-term coaching to educate staff. The money needs to be used better for this.</p> <p>“Money into primary schools sport to improve their long-term provision for PE, but primary schools have somewhat missed the mark with that and they’re using it for short term coaching and facilities”</p>	<p>“If we followed the route of some countries like Australia or South Africa, where if you’ve done coaching qualifications you get some form of remuneration for the time you spent to make sure you’re qualified and therefore if you’re qualified you deliver better outcomes; the pupils get better.”</p>		<p>Improve primary school teaching to enhance the long term provision of PE. Give teachers more recognition when they have gained a new qualification so they deliver better outcomes to benefit the performance of the pupils.</p>
Skills		<p>Year 7 is quite narrow to get them started and up to speed as far as organisational skills and discipline and general organisation in a big school, from primary school. The gaps from primary to big school are quite massive</p>		<p>Reduce the gap of skill ability needs to be enforced.</p>
Extra-Curricular		<p>Very supportive governors who put a lot of money into our extra-curricular timetable. An example £20,000 odd for buses for fixtures which other schools would refuse to do. The support</p>	<p>I think that the blocking of PE lessons or games afternoons or extra-curricular activities should be supported so that no child is denied the</p>	<p>Don’t let the pressure of exams effect extra-curricular programme, so pupils can participate and represent the school.</p>

		<p>from senior management is fantastic, and without their support and co-operation a lot of in the PE department would not be allowed to go ahead – However there are constraints with exams affecting our KS4 with time being allowed out of school is cut back, but academia and requirements to get decent grades is a constant threat for all children and in this current climate. We need to find a balance to exert the pressure to attend all extra-curricular and achieve academic standards.</p>	<p>opportunity to represent the school or play a competitive sport, or to adopt an active lifestyle</p>	
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Interview Data Analysis: Matrix 12

Potential Solutions – Female Teachers

Sub Themes	Subject F1	Subject F2	Subject F3	Key Points
Coaches/Teachers	We try to encourage pupils, particular if they have a specific talent to go and do more about if we do not have the expertise they require. We try to find out the pathway they need to go and actually contact parents and encourage them to help their child to go along that route.	I'd like to see stricter teachers being able to have more power – I know Michael Gove has said 'Bring the power back to the teacher in the classroom'. Certainly in terms of discipline; what you can do, the power you can have as a school to deal with these problem children who are becoming more numerous as the years go by.	Our Head teacher needs to recognise that we are a good PE school, and give staff the opportunity. Not just the PE staff but lots of other staff who teach other subjects who could help put in PE, but sometimes I think she restricts their hours for example, so that the IT technician, he does a lot of football but he has to stick to his rigid hours of work so he can't take the kids out.	Increase teachers to help support the PE staff in extra-curricular. Increase expertise and knowledge – recommended gaining coaching qualifications.
Facilities	If the community users made of school or facilities were there, I think we've have a far higher quality of health related fitness; less problems with obesity and things like arthritis.	You compare our facilities with what the academy and Minster have got and you just can't compare, it's just silly. I would like to see a full size sports hall so we'd have five courts instead of four. Knock all this out, make it into one big area. Instead of just two running machines I'd have about 10, because that's what they are, really want. The same with the rowers and bikes. Cross trainers – I'd get	New Sports hall	Higher quality facilities are needed to help enhance the long term provision of PE and extra-curricular programmes. This makes it hard for the female teachers to deliver due to the limited or inadequate facilities.

		<p>about 10 of them! It's like individual weight machines, put a classroom above so I'd have to PE classrooms, because we don't have one.</p> <p>The office – I'd triple in size of that; make sure we all have a proper desk. I measured my desk once, it was 80cm X 60cm, that's the size of my desk! And that's it with no cupboard space, no nothing and I have to teach TEC PE, Child Development and two lessons of Science on an 80cm X 60cm desk. It's amazing</p>		
Funding	<p>Unfortunately the money has been pumped into inner city areas, poor areas, areas with a poor social level and it's not being used. Those schools can't even get their kids to stay after school and therefore don't have teams. Whereas we need the funding for pupils who wish to stay on for extracurricular.</p>	<p>Put money into sporty schools like us, instead of academy schools.</p> <p>I would put a roof over the pool and make that into a proper beautiful indoor pool space. I would make the changing rooms, especially for the girls, more girl-friendly in terms of things like curtains across the shower, if they need to use the showers. Make it more a sociable space; have electronic whiteboards and things in the changing rooms so we can start the lesson as</p>		<p>Increase in funding to help extra-curricular activities become more appealing.</p> <p>The girls would benefit more socially spaces Teaching delivery would be made easier if resources were made available.</p>

		soon as you walk into the changing room, or just have one of them, and take the register, you can start your lesson there and then while they're changing instead of having to wait for them to come out.		
Equipment		Computers, the IT here is rubbish and if we had better IT facilities with more IT support – obviously again, that's something kids need these days, it's what they want. And to be able to use it, if we had more access to it. If we were able to have more PE specific technology, that we were given in training and time to use, that would be amazing.	More fitness room equipment – treadmills.	IT areas would help increase academic standards if the pupils were able to access them. Teaching delivery would be made easier if the PE department had up to date PE technology.