**Cardiff School of Sport**

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**Empirical**

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<td>The Importance (?) of Inclusion Knowledge and Strategies within Welsh Independent School Physical Education.</td>
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(Dissertation submitted under the PEDAGOGY area)
THE IMPORTANCE (?) OF INCLUSION KNOWLEDGE AND STRATEGIES WITHIN WELSH INDEPENDENT SCHOOL PHYSICAL EDUCATION
Cardiff Metropolitan University
Prifysgol Fetropolitan Caerdydd

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Table of Contents

CHAPTER TITLE          PAGE

Table of Abbreviations          i
Acknowledgements              ii
Abstract                       iii

CHAPTER 1 INTRODUCTION

1.0 Introduction              1

CHAPTER 2 LITERATURE REVIEW

2.0 Literature Review         4
    2.1 Policy of inclusion within Physical Education in the UK  5
    2.2 How is inclusion shaped within Independent Schools?     7
    2.3 Inclusion in Physical Education                       9
    2.4 Teachers practice of inclusion, how is this knowledge facilitated around inclusion  10
    2.5 Teachers knowledge of inclusion and barriers          12
    2.6 Teachers biography and philosophy                    13
    2.7 Research questions                                   15

CHAPTER 3 METHODOLOGY and METHODS

3.0 Methodology and Methods    16
    3.1 Qualitative Methodology                               17
    3.2 Multiple Case Study Research Design                  17
    3.2.1 Trustworthiness                                     18
    3.3 Participants                                         18
3.4 Piloting  
3.5 Methods of data collection  
3.5.1 Semi Structured Interviews  
3.5.2 Observations  
3.6 Data Analysis  

CHAPTER 4 DISCUSSION  
4.0 Discussion  
4.1 Performativity culture in shaping inclusion in Independent Schools  
4.2 Independent School Teacher’s cultural interpretation of inclusion  
4.3 Teacher’s practice and philosophy of inclusion within Independent Schools  

CHAPTER 5 CONCLUSION  
5.0 Conclusion  
5.1 Summary of Key Findings  
5.2 Critical Reflections and Further Research Ideas  

REFERENCES  
References  

APPENDICIES  
Appendix A: Participant Information Sheet  
Appendix B: Participant Consent Form  
Appendix C: Interview Guide  
Appendix D: Transcriptions of Interview 5  
Appendix E: Data Analysis for Performativity Culture (Green)
## Table of Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE</td>
<td>Physical Education</td>
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<td>SEN</td>
<td>Special Educational Needs</td>
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<td>ITT</td>
<td>Initial Teacher Training</td>
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<td>CPD</td>
<td>Continual Professional Development</td>
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<td>Further Professional Studies</td>
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Acknowledgements

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Abstract

This study highlights the performativity culture in the delivery of Physical Education (PE) within Independent Schools, and the manner in which this influences how inclusively teachers from Independent School practice. Previous literature had looked specifically into state schools use of inclusive practice where it is essential that they implement inclusive practice as incorporated within the National Curriculum. This poses the question of whether Independent Schools, who do not have to follow the National Curriculum but use it as a guide, practice inclusively. The study also investigates teachers’ knowledge and perception of inclusion and how they feel they facilitate inclusive practice within their provision of PE. Qualitative data was collected by using interviews and questionnaires. That data was then thematically analysed to identify key themes; *performativity culture in shaping inclusion of independent schools, teacher’s cultural interpretation of inclusion and teacher’s philosophy and practice of inclusion within independent schools*. Within the conclusion unforeseen circumstances were discussed, for example the time taken to recruit participants, and the participants willingness and organisation of time to be observed. From the findings, ideas for future research were highlighted; interviewing the pupils to find out how they perceive the culture of independent schools; more in depth interviews with teachers to establish stronger rapport and potentially provide a deeper insight into their knowledge and practice of inclusion. This could also be developed by spending longer in the setting or by using a neutral setting. As a result of this dissertation, the effect of qualitative research on the identity of the researcher was discussed.

Key words: Inclusion, Physical Education, Independent Schools, Teachers Philosophy, Performativity Culture within Independent Schools
CHAPTER 1
INTRODUCTION
1.0 Introduction

The aim of this study is to investigate Independent School Physical Education (PE) teacher’s perception, knowledge and practice of inclusion.

Inclusion has been introduced into the National Curriculum in recent years and a large emphasis has been placed on inclusion, especially within Wales, where the Curriculum has recently been revised. "Inclusion in this wider sense is comparable to equality as a social value in relating to all aspects of social disadvantage, oppression and discrimination.” (Avramidis and Norwich, 2002, p.131). Inclusive practice is a complex and dynamic approach (Hodge, Ammah et al., 2004) to teaching PE; it is a process whereby a school should be continuously ensuring that all children are included and that all pupils’ needs are met sufficiently (Evans, 2014). Furthermore, inclusion is dynamic and in order to maximise its efficiency and effectiveness it “requires sophisticated pedagogies, highly trained, skilled and knowledgeable teachers” (p.230). Similarly, inclusion is a concept that is most commonly thought of and defined as the participation in a variety of activities, of pupils with and without disabilities (Anderson and Kress, 2003). Today society has a stereotype that these inclusive practices refer to a concept that only includes people with Special Educational Needs (SEN) or disabilities.

It is important to recognise that inclusion can be interpreted differently by different people and can therefore be seen through many different analytical lenses. This study will look at the provision of inclusive PE within Independent Schools and consider how that inclusive practice compares with provision in State Schools. Inclusion will be applied as a social concept, and how inclusion can try to blend “Inequities around class, race, ability, and gender” (Evans, 2014, p.326). It will also consider the importance of inclusion and how it is not only relevant when dealing with pupils with “Special educational needs (SEN)….rather….meeting the needs of every child” (p.323).

The “British private sector is a highly competitive market–based system and since private schools must respond to potential demands in order to survive, private schools will be better run and more effective than state schools” (Sullivan and Heath, 2003, p.77). In order to meet the demands of this market, independent schools may choose to use the National Curriculum as a guideline. This dissertation will investigate Welsh Independent School teachers’ perceptions of inclusion, as well as their knowledge and practice of inclusion within PE lessons. The study will take the formatting as follows.
To address the aim of this dissertation chapter two will outline the literature used to theorise and establish research questions. Chapter three will present the methodology and methods utilised within the dissertation. Chapter four will discuss the findings with regard to the literature review, acknowledge unforeseen circumstances and identify future areas of research as a result of the study.

The nature of society is becoming more dynamic, for example schools are becoming multi-cultural, multi-gendered and multi-physical environments. As such, the focus of the following literature review chapter will begin to map out the policies which have been put into practice, to try and improve inclusive practice and how teachers themselves facilitate inclusion. It is important to remember throughout this study that most research around inclusion is focused on integrating people with SEN’s, which does not encompass the full and broad meaning of inclusion. Often the arguments and focus of those interested in inclusive practice has revolved around dissecting PE populations into distinct groups. The rest of chapter two will focus on; policies of inclusion, inclusive practice in PE and teachers' biographies, philosophies and knowledge of inclusion.
CHAPTER 2:
LITERATURE REVIEW
2.0: Literature Review

2.1 Policy of Inclusion within Physical Education in the UK

Policy can drive and highlight the importance of inclusive practice within the classroom, or physical space, ensuring that all the needs of the pupils in the class are met (DfES, 2004), as well as ensuring that there is a National standard to be met by all Schools. Policies are a means of ensuring that National recommendations are applied uniformly within all State Schools. The specific aim of inclusion is to ensure that schools have an effectively implemented inclusive policy where

All children have the right to a good education and the opportunity to fulfil their potential. All teachers should expect to teach children with special educational needs (SEN) and all schools should play their part in educating children from their local community, whatever their background or ability (DfES, 2004, p6).

Previous to this statement, the National Curriculum (2000) prompted inclusive practice and how it can be implemented within Schools (Penney, 2002). Additional, clarifying policies have been introduced with a view to eradicate the divide between physically able and physically disabled individuals such as the Equalities Act (2010). This act incorporates all of the factors affecting inclusion, including disability. It sets out to give equal opportunities for employment, education, facilities and services in order to stop discrimination against disabled people (Stidder and Hayes, 2013). This enables pupils of all abilities, regardless of their physical capabilities, to perform together, without any discrimination whatsoever.

In relation to curriculum changes, the Further Professional Studies (FPS) course ‘Learning without Limits’ (Florian and Linklater, 2010) is a policy which aims to integrate inclusive practice into everyday schooling. Physical Education (PE) is an example of this. Learning without limits was introduced to encourage students to improve their knowledge of inclusive pedagogy, and to help students understand the importance of identifying abilities within a class and compare individual abilities to ‘the normal curve’ to highlight educational achievement. By implementing the policy of ‘Learning without Limits’ into lessons it allows students to see for themselves the effect that excluding oneself from a PE environment can have on their overall fulfilment. The intention is that this will then encourage students to include themselves in everything the Curriculum offers in order to achieve the best
results for each individual student. However, this could also disengage students if they do not meet the ‘normal curve’ meaning that they could feel more excluded.

More recently Ofsted (2013) published The Beyond survey (2012), which stated that the best PE lessons were the ones that stretched students and included all pupils within the lessons. They summarised a few ideas within the highest achieving schools which could help include more pupils; appropriate changes to PE kit could enable more pupils to feel confident in what they are wearing therefore encouraging participation. Specific equipment was purchased with the aim to improve the quality of teaching and to increase/improve the choice of activities made available to pupils. However, these alterations have been challenged as they may not be very realistic solutions to include pupils, especially in State Schools where there are more cost cutting policies being introduced and many of the pupils are not in a position to buy new kit. Furthermore, a study by Williams and Bedward (2001), found that by allowing Muslim girls to cover up within lessons made them feel more excluded. This highlights the fact that there is no one action which will create an inclusive environment and that schools may falsely get the impression that if they buy some new equipment and change the kit then everyone will be included.

However, this is very much not the case as shown in Williams and Bedward (2001) study, because as you change one thing to include one group you are simultaneously excluding another. Another assumption could be that this study will find that Independent Schools will not be inclusive as all the pupils are from the same socio economic group with ample money to spend on kit, equipment and significantly more teaching exposure. This assumption could be made, as Independent Schools are under significant pressure to maintain a good reputation.

As suggested above, policies can highlight issues within inclusion and put in place initiatives that can improve the inclusive practice of teachers. Some research has, however, suggested that “policies are making it hard to activate inclusive curricular pedagogies” (Evans, 2014, p.329). This is as a result of schools having to tackle issues such as obesity within PE, meaning assessment is typically focused on the physical fitness of students as opposed to the educational side of the subject. Priority tends to be placed on competition, measurements and standards (Dowling, Fitzgerald et al., 2014). This often means the actual educational aspect of PE is disregarded. Inevitably this has a detrimental effect on the standards of inclusive practice that all schools should aspire to achieve.
(Evans, 2014). “No longer should we ‘exclude’ or discriminate a child in PE for being the ‘wrong’ shape or weight than for being the ‘wrong’ ability, ethnicity, gender or class” (Evans, 2014, p.329). PE will become less inclusive if the criteria for assessment are primarily focused on physical fitness and less so on the educational aspect of it (Evans, 2014). The next section will continue investigating inclusion in PE and the possible barriers which can affect a schools ability to be fully inclusive, with particular focus on Independent Schools.

2.2 How is Inclusion shaped within Independent Schools?

Independent Schools are not required to fully follow the National Curriculum, and enjoy the “value of independence to teach what they wish that private status brings” (Walford, 2003, p.172). Private schools are “socially and (often) academically exclusive institutions”(Sullivan and Heath, 2003, p.78), creating a “competitive market place where parents pay considerable fees presumably in the expectation that they will be achieving some benefits that would not be available to them in the rival free state school” (p.78). As a result of schools having financial barriers to entry, many of the families are middle class therefore meaning that the social mix is limited. As a result of this pupils tend to be able and from affluent backgrounds (Griggs, 1985); it has also been suggested that the grades of the schools are better (Sulivan and Heath, 2003). However, Independent Schools have to provide an environment without discrimination, following the law of the UK; it is illegal for any education provider, (state or private) to show lack of diversity or discrimination against any gender, culture or disability (CSIE, 2013).

Independent Schools have a reputation of achieving excellence within many areas, the MORI (2001) report investigated the reasoning behind parents paying for their children’s education. The main attractions were, smaller class sizes, better standards, better facilities, discipline, good quality teaching and in the interests of their child’s happiness. This may give an insight into the expectations of the parents. Independent school teachers have to meet all of the demands of the parents and keep up their reputation of excellence. Independent Schools are renowned for being “selective” (West and Noden, 2003, p.191) with regards to their intake of students. This could mean that Independent Schools are not inclusive as they have differing agendas to State Schools.
Inclusive environments are dynamic and in order for them to maximise an effective and efficient environment, Evans (2014) said it “requires sophisticated pedagogies, highly trained, skilled and knowledgeable teachers” (p.230). This is something that all schools are required to have, although the main characteristic Independent Schools have compared to state schools is the provision. Therefore there is chance for a variety of opportunities; “there is growing recognition that what children achieve in later life is determined fundamentally in the early years” (Evans, 2014, p.324). Students potential is also affected by their upbringing and in turn their class and socio economic status. If a student has experienced great provision and ample opportunity due to their schooling, in an independent school for example, they will according to Evans (2014), achieve higher later in life.

The research of Vincent and Ball (2007), suggests that it is very hard for Secondary Schools to bridge the gap that is formed by class and background, as they have very different attributes and capabilities even when they arrive at primary school. This suggests that, possibly, people from high socio economic groups may have developed more by the time they reach Secondary School, than pupils from a state school due to the provision and opportunities they have experienced. This suggests that teachers from Independent Schools do not necessarily see the differences in abilities as a significant factor as they believe they are inclusive with the students presented to them.

Barriers to participation Penney (2002) suggests, can be due to background; “Children are not all equally positioned to participate in physical education and sport. Social and economic issues can play a key role in shaping who has access to activities” (p.112). Reasons such as not being able to afford specialist equipment or getting transport to off-site facilities can be issues, which may not affect students from an Independent School as they may have the facilities on-site or finances to allow for transport, employment of specialist coaches and equipment.

Inclusion is not exclusively a concept referring to people with disabilities but encompasses a social approach to inclusion (Evans, 2014). Evans (2014) therefore supports the challenging notion that inclusive practice does not only concern pupils with special educational needs (SEN) or disabilities, but people affected by a variety of differing factors; these can be many socio-demographics such as class, gender and culture. Often students who attend independent schools are from “families from similar backgrounds and aspirations” (West and Noden, 2003, p.190), meaning that there may be less diversity
within independent schools. Earlier work echoes the more recent study conducted by Evans (2014); Penney (2002) suggests that as a result of inequality, people do not have the opportunity to “experience, enjoy and develop their ability in sport” (p.111). Inequality may occur as a result of socio-demographic where an individual may not have access to, or a “fair” procedure is not in place, to enable an individual to participate in an activity, of any kind (Evans, 2014). Therefore, the perception that pupils within Independent Schools potentially have more equal opportunities because of their schooling environment is reinforced considerably.

The issue of inequality to develop ability in sport (Penney, 2002) is developed by Avramidis and Norwich (2002) who highlight some ways in which people can be seen as unequal due to social factors; “Inclusion in this wider sense is comparable to equality as a social value in relating to all aspects of social disadvantage, oppression and discrimination.” (p.131). Similarly, highlighting the fact that inclusive practice is a complex and dynamic approach (Hodge et al., 2004), a school should be continuously ensuring that all children are included and that all pupils’ needs are met sufficiently (Evans, 2014).

2.3 Inclusion in Independent School Physical Education

Without financial support, inclusive practice is made even more difficult to implement effectively (Evans, 2014). This is often a barrier that is considered less common within Independent Schools. If that’s so, Independent Schools could be considered more inclusive as they and the pupils are less financially restricted, and should therefore have the ability to cater for every pupil’s needs.

With regards to the provision of a variety of activities facilitated by Independent Schools, Green (2010) found that most teachers welcomed activity choice to encourage ‘sport for all’. Yet, some from traditional Independent Schools had fewer concerns for pupil’s participation and therefore saw less need for activity choice. This can be contrasted to State Schools due to the possibility of greater diversity leading to a need for more variety and choice within sports to engage everyone. The difference may be as a result of the traditional values of some Independent Schools or down to the teacher’s knowledge and understanding of what inclusive practice actually is.

Many aspects of ways in which contemporary Independent Schools approach their co-curricular programs has strong lineage to the philosophies of English Greater Public
Schools, which preferred the development of the whole child through active participation in sporting competition and/or the creative arts (Morris, 1948; and Hawkins, 1965). This could mean that at an Independent School there is far more provision and opportunity and a diverse timetable of to meet all the needs of the individual students.

Other sources of literature highlight similar ideas, stating that inclusive practice is an approach to teaching that highlights the diversity of students, allowing access to course content, fully participate in learning activities and demonstrate their knowledge and strengths, at assessment (Equality Challenge Unit, 2013). However, the differences in the school that you attend, and the facilities and provision that a given Physical Education (PE) department has, will inevitably dictate the variety of opportunities and provision you will receive (Penney, 2002). Exclusion can occur when problems such as the cost to join or access to the necessary facilities are highlighted (Penney, 2002).

Inclusive practice, to be a successful operation, must have fundamental support to enable the discussions about ‘how’ to resolve exclusion in PE lessons to actually be carried out and acted upon (Evans, 2014), because “having the ‘freedom to’ do or achieve something is, of course, a hollow promise if it is not accompanied by ‘freedom from’ conditions and constraints of material, financial, or knowledge resource that may prohibit access to the variety of opportunities proffered” (Talbot, 1999, p.324).

This statement reiterates that people’s background and other constraints, such as finance and opportunity, are still causing obstacles to a fully inclusive environment. This could mean, therefore, that within Independent Schools students and teachers may have ‘freedom from’ such barriers. This may lead teachers within Independent Schools to not perceive inclusion to be of great importance within their practices as they may not have experienced all barriers to inclusion.
2.4 Teachers practice of inclusion, how is this knowledge facilitated around inclusion

Teacher’s perceptions of inclusion are at the forefront of the drive for opportunity and provision (Williams and Bedward, 2001). Consequently, schools (or at least some teachers within schools) often exclude, or refuse to include, certain students on the grounds that they, the teachers, do not have the essential knowledge and skills to teach them (Jordan, Schwartz et al., 2009). This sense of uncertainty and lack of self-belief to be able to teach certain individuals is a fundamental problem that inclusive policies must seek to amend before focusing elsewhere (Evans, 2014).

It goes without saying that excluding an individual or individuals from classroom activity because a teacher does not ‘feel’ like they are capable of doing so, is wrong. Evans (2014) said that “every child skilled and unskilled should be at the centre of our professional concerns and each and every one helped to realise their potential” (p.324). Therefore, teachers’ using inclusive practice within their sessions is essential to give every child the chance to achieve and take part.

The feeling amongst staff of being unqualified or not prepared to teach all students in inclusive classrooms raises questions about what constitutes ‘necessary knowledge and skills’ (Florian & Linklater, 2010. p.369). However, research has mainly been focused around the inclusion of SEN pupils, and this dissertation is regarding inclusion as a social concept.

Research has suggested that teachers tend to model their own teaching style and content on the type of teaching and activities which they have experienced and enjoyed (Mawer, 1996). This could therefore mean that a training teacher may have enjoyed and liked their netball teacher, so their philosophy and practice would be focused on team games, especially netball. This links to the policy section, showing how specifically the National Curriculum, affects the activities teachers deliver. If teachers are modelling an unknowledgeable teacher, who does not practice inclusively, it could impact on their sporting and teaching identities (Green, 1998). This, if extrapolated, could mean that if a teacher has been educated at an Independent School, they may recreate the environment and experiences they had, which may not be inclusive. The impact that previous experience can have on teaching practice re-iterates the importance of Initial Teacher Training (ITT) and the benefit of Continual Professional Development (CPD) for teachers.
The literature reviewed in this section shows us that one possible factor as to why teachers may not teach as inclusively as possible could be as a result of insufficient training. However, whether this is the only barrier that teachers perceive to creating an inclusive environment is further developed in the following section.

2.5 Teachers knowledge of Inclusion and barriers

Beliefs and attitudes of teachers, regardless of their experience, are vital in ensuring the success of inclusive practices. It is possible that teachers’ recognition of the policies promoting inclusive practice may affect their dedication to utilising them within their lessons (Norwich, 1994). Crawford (2011) found that Physical Education (PE) teachers who took part in his study did not feel they were adequately prepared to ensure the joint learning of pupils with and without Special Educational Needs (SEN).

Research by Kozub, Sherblom et al. (1999) also found that the education received by teachers about inclusion, and relevant experiences and practice they have had is important in order to know how to overcome the barriers to inclusion. Possible barriers to facilitating an inclusive environment are, the teachers interpretation and perception of inclusion, their preparation, training and support, attitudes to inclusion and experience of an inclusive environment (Vickerman, 2002, 2007; Vickerman and Coates, 2009).

Other barriers identified to successful inclusive practice, as suggested within the study by Vaughan, Schumm et al. (1996), were the size of the classes, insufficient resources, whether the inclusive practice would be advantageous to all pupils and lack of sufficient teacher training and education. Most teachers who at the time were not partaking in inclusive programmes, felt negatively towards inclusion and that the people in charge of such programmes were out of touch with classroom realities. This is reiterated by Villa, Thousand et al. (1996) who found that teachers engaged and enjoyed employing inclusive programmes after they gained mastery of the professional expertise needed to run them successfully.

This therefore suggests that teachers may feel more comfortable using inclusive practice if they are fully trained or the training is ongoing (CPD). This would create a situation in which teachers are constantly supported and empowered to be able to develop an inclusive environment. Forlin’s (1995) study found that teachers with over 11 years’ experience tended to be less reluctant to implement the inclusion programmes than Newly
Qualified Teachers (NQT). Both of these studies are primarily concerned with integrating children with SEN rather than children from different cultures or religions. They do, however, give an idea as to how teacher training and continuous training (CPD) could give teachers the confidence and tools to create a truly inclusive environment.

2.6 Teachers biography and philosophy

Teaching philosophies are often muddled, contradictory and idealistic and tend to be academic, health, sports performance and enjoyment driven (Green, 2003).

Implementation of inclusive practice depends increasingly on teachers as individuals and their own independent philosophies. An individual teacher’s philosophy can be determined by a number of factors and characteristics; “their gender, age, how many years of teaching experience they have, their grade level, their contact with disabled persons, their beliefs and their socio-political views and other personality traits” (Avramidis & Norwich, 2002, p.136). It can also be affected by their experiences within education as a pupil, and also their relationship with, and how they value, sport and Physical Education (PE) and their confidence within the PE setting (Green, 2003). This highlights the teaching of Physical Education as a social environment and is therefore about what the individual teacher thinks about PE and why. The individual mix of these factors decides how they practice, showing the importance of teacher training (Evans, 2007).

It is important to find out what causes teachers to perceive things in certain ways, for example how easy or hard it is to create an inclusive environment. Similarly, it is essential to find out teachers’ philosophies and ideologies, in order to see if they are driven and affected by teacher’s knowledge (Green, 2003).

The largest barrier to inclusion, identified by Ofsted in (2004) cited in Evans (2007), was the perception of the staff. This was a trend in almost half of the schools that were visited and is highlighted as a fundamental problem. Green (2003) found that teachers had a confused and muddled view of PE meaning that their ideologies could be contradictory. It must be remembered that a teacher’s philosophy can, and perhaps should, change over time, and can be formed due to twisted concepts of inclusion as well as ideologies (Green, 2003).
Green (2003) expressed that PE teachers have philosophies based on their enjoyment and passion for sport. Mennell and Goudsblom (1998) found when interviewing a teacher; Elias, who says that PE is something which is part of her “personality structure” and is something that “cannot be easily shaken off” (p.251). This may show the relevance and influence that the personal meaning of PE and sport can have to someone’s teaching style and philosophy towards teaching.

Policies must be put in place by teachers within schools to include students from a variety of backgrounds. In Williams and Bedwards (2001) study of teachers from a variety of schools, it was observed in one school that a teacher’s policy of including students from Muslim backgrounds during PE lessons was to allow Muslim girls to wear tracksuit bottoms and they were not permitted to participate in swimming lessons if there were male lifeguards. However, if girls were “extremely big” (p.62) they would also be allowed to wear tracksuit bottoms. The teacher who adopted this as their inclusive policy said

I agreed that she could wear a pair of joggers. That was no problem because as far as I was concerned as long as she was happy and participating, I’d rather her be like that than embarrassed and, you know, not wanting to participate (Williams and Bedwards, 2001, p.62)

However, this merely highlighted the minority groups from the rest of the class and the findings from interviews with the pupils said the policy was unfair. Therefore, the effectiveness and good intent of this particular inclusive policy is undermined.

The study by Williams and Bedwards (2001) also found that the teachers tended to make decisions on what female PE lessons involved was based on their own beliefs of what girls should take part in and would consequently be most safe taking part in. Interestingly there was no consultation between staff and pupils, meaning they knew very little about what the pupils would be happy participating in. This focuses further on the issue that teachers tend to adopt their own policy from what they have experienced and, on the whole, tend to have similar characteristics to those of white middle class and heterosexual thinking. In reality, this does not match the increasing diversity within schools (Mills, 2009). The issue is becoming especially relevant, as there is larger diversity within society as a whole with regards to culture, ethnicity, gender and socio economic groups. This could be a reason as to why teachers, especially those in Williams and Bedwards (2001), find it hard to successfully include some pupils as they cannot relate to them and yet still truly believe that they are including the pupils.
Teachers increasingly need to be able to meet the requirements of their individual students and relate to them in order to fully include each and every one. The aim of this research is to discover Independent School Physical Education teacher’s perception of inclusion and whether inclusion is an issue within Independent Schools as they have the ability to choose who attends their school.

### 2.7 Research questions

The above literature raises some important discussions around not only what inclusive practice is, but what teacher’s perceptions are of inclusion and the reasons why they practice inclusion, or not. The questions below will be used to focus the study:

- Based on teacher’s experiences of teaching and education, what do they think inclusion is and how well do they think they use inclusion?

- What type of practices do teachers utilise in order to practice inclusively?

- Do the teacher’s perceptions of their inclusive practice correlate with their observed lessons?

The following chapter will present the methodology and methods used to collect and analyse data, with the aim of answering the research questions posed.
CHAPTER 3: METHODOLOGY
3.0. Methodology

3.1 Qualitative Methodology

This section will give an explanation and justification as to why qualitative research was used within this dissertation, as opposed to quantitative methodologies. Sparkes and Smith (2014) define qualitative research as “a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live” (p.14). Qualitative research also aims to provide an understanding, and make sense of, phenomena within its natural, real world environment, without manipulation (Patton, 2002). In contrast, quantitative research models “assume that behaviours can be observed and numerically and objectively measured and analysed” (Sparkes and Smith, 2014, p.21). Thus, results from quantitative research are aimed to be generalised over the whole population and therefore do not take into account individuals, emotions or any factor which is subjective or interpreted.

This study utilises a multiple case study, qualitative research design to allow in-depth information to be collected from teachers through semi structured interviews and observations. To be able to understand the Independent School Physical Education teachers' perceptions of inclusive practice, an interpretive lens has been employed to analyse the data. The use of this lens reinforces my subjective and interpretative epistemology.

3.2 Multiple Case Study Research Design

The design of this study is a multiple case study, this will be as a result of the participants selected within this study. Multiple case studies are “organised around two or more cases” (Yin, 2014, p.239). This means that each case is used as an individual case study. Within this study, six teachers were interviewed and observed, from four different Independent Schools in South Wales. The interviews and observations were broadly replicated, while allowing scope for individual expression. Advantages of using a multiple case study are that the findings often tend to be more compelling and therefore can also been seen as more robust. However they can take up a lot of time and can require extensive resources.
The trustworthiness of the study will now be justified in relation to data collection and analysis.

3.2.1 Trustworthiness:

“Many critics are reluctant to accept the trustworthiness of qualitative research” (Shenton, 2004, p.63) Trustworthiness is an indicator, within qualitative research, of reliability and validity of the study (Guba, 1981). Trustworthiness can be judged on four criteria; credibility, dependability, transferability and conformability (Guba, 1981). Some of these elements are discussed within the methods section to give practical examples of what happened within this study.

Dependability may be explained by “if the work were repeated, in the same context, with the same methods and with the same participants, similar results would be obtained” (Shenton, 2004, p.71). Dependability was established within this study by ensuring that there was sufficient detail in the methods process to allow a true understanding of the research process of this study, this should make it possible for the study to be recreated. Within the interviews an interview guide (Appendix C) was used to ensure that a standardised set of questions were asked. Although as the interviews were semi structured, there was an element of flexibility with regards to participant specific questions being asked.

Conformability ensures that set procedures are put into place within the study so that the findings are down to the participant’s experiences or knowledge rather than the researcher’s preference (Shenton, 2004). The interview guide contained questions to allow me to keep the participant on track in order for me to extract the information I needed, while still allowing sufficient leeway to receive thoughts that although may be ‘at a tangent’, could still reveal information of interest and use.

Credibility and transferability will be discussed later on in the methods section.

3.3 Participants

Purposive and opportunistic sampling was used for this dissertation; purposive sampling allows participants to be selected by researchers that represent some feature or process in
the topic being investigated (Silverman, 2006). As the study was investigating Independent School Physical Education teacher’s perceptions of inclusive practice, the participants were chosen as they fitted the criteria of being a Physical Education (PE) teacher from an Independent School in Wales. Opportunistic sampling was also used within this dissertation as it takes advantage of unexpected opportunities (Gratton and Jones, 2004). Similarly opportunistic sampling occurs through chance, and by using participants who are most convenient (Patton, 2002). It was more difficult than expected to get teachers to take part in this study as they have busy timetables. One school approached was concerned about the aims of the study potentially making their school look elitist (see evidence folder 4.0). It was, however, possible to source PE teachers from multiple Independent Schools to take part.

Four of the participants were known prior to the study. One participant, who was also a gatekeeper (an enabler to access two further participants), was initially contacted via email and then through SMS messaging. No direct contact was made with the two participants accessed through the gatekeeper, until they were met face to face. The other three were also contacted via SMS messaging. This resulted in a research sample of three teachers from one Independent School and three from three other Independent Schools in Wales. Five of the PE teachers were female and one male. One of the females had just one years’ experience teaching. The range of experience was from 1-30 plus years. One of the teachers came from an all-girls Independent School, and the rest from co-educational Independent Schools, all in the South of Wales. The age range taught by the teachers was from Prep School to Senior School. Once the participants had been selected, permission from the head teacher and Heads of Department of each school was requested and confirmed to allow the study to take place. Participant information sheets (Appendix A) were given to participants, the Head Teachers, Heads of Department and were also available to student’s parents if they wished to know more about the study. It was made clear that there was no impact, or focus, on the student body. Informed consent was then gained from the participants (see evidence folder 5.0), reiterating that they had the right to withdraw at any time and that the data would be confidential and not assignable to any individual. Ethical permission for the study to take place had previously been gained from Cardiff Metropolitan University (see evidence folder 3.0).
3.4 Piloting

A pilot study was conducted of the observations and semi structured interviews before the data was collected. Pilot studies ensure that the researcher is fully prepared and allows any changed which need to be made to be identified (Thomas, Nelson et al., 2011). The semi structured interview guide were discussed with the dissertation tutor before the pilot interview took place. Some changes were made to the interview guide after the pilot study to make the interview flow better. The changes also helped to better set the scene and try to enable the participant to relax before going to the pertinent questions. However, as the interviews were semi structured the question order was able to be adapted to the participant’s responses. Most questions were made broader and open to ensure that the participant could talk for longer and in more depth, while specific questions were used as probes.

The process of the observations was discussed with the dissertation tutor. The pilot observation was successful, a detailed account of the session was written straight afterwards and only key words were noted during the observation to try and help the teacher relax and act as normally as possible. I was cautious to ensure that the participant did not feel intimidated by me taking notes. Both interviews and observations are skilled methods of data collection and as a result are most effective when practiced and refined.

3.5 Methods of Data Collection

Semi structured interviews were completed first in order to collect the required data, followed by two lesson observations.

3.5.1 Semi Structured Interviews

By using interviews as a means to collect sufficient, relevant data, it enabled participants to talk about their individual experiences and describe them in their own words. The method also allowed them to expand into areas of the study which are of particular interest or importance to them (Gratton and Jones, 2004).

Qualitative interviewing is particularly useful when researchers want to access individuals’ attitudes and values (Byrne, 2004). The main reasoning for using interviews within this
study is to collect rich qualitative data from the participants while also gaining an understanding of all participants' knowledge, practice and perceptions of inclusion.

Semi structured interviews allow more information to be collected as they can be adapted to the participants responses. A standard set of questions was created and I adopted a flexible approach, enabling the responses to be precise and therefore allowing the study to be more accurate and effective (Gratton and Jones, 2004). Probes can also be used to elicit more information often meaning that there is a larger amount of data collected (Armour and Macdonald, 2012). Other benefits of using interviews are that they allowed me to see though a ‘virtual window’ to see the participants’ view of their experiences and allowed me to gather in-depth information including thoughts and emotions of the participants (Weiss, 1994). This is essential so that an understanding of how each teachers knowledge and perceived inclusive practice can be gauged.

Weaknesses of semi structured interviews are that structural analysis cannot be carried out as the structure is provided by the interviewer, they can miss some of the convolution of people’s lives and can also be more difficult to analyse than structured interviews (Sparkes and Smith, 2014). It is also possible for me to subconsciously add my own bias to the answers given. This could be as a result of my epistemology leading the way I interpret what is being said or, for example, nodding. There is also a chance that the interviewee can lead the interview down unwanted directions (Gratton and Jones, 2004).

As mentioned earlier, information sheets were sent to participants along with a copy of the interview guide (Appendix C). This was to allow them to understand their rights within the study, and to get the participants to semi formulate their responses and start thinking about what they wanted to say. Familiarity was developed early with the participants (Shenton, 2004), to make them feel at ease and was used as a means of increasing the credibility of the study. A suitable time for interview was arranged with each participant to ensure that it did not interfere with lessons. The semi structured interviews lasted for around 30-40 minutes and consent was confirmed from participants before the interviews commenced.

The interviews were then transcribed (Appendix D, others in Evidence folder 2.0) and thematically analysed (Appendix E and see evidence folder 1.0 and 2.0). While transcribing the interviews, all names of people and places were blanked to ensure confidentiality. A Dictaphone was used in this study to record (See evidence folder 2.0) the interviews to enable accurate transcription and evaluation after the interview (Gratton and
Jones, 2004). The interview transcripts (Appendix D and evidence folder 2.0) were then coded and key themes were found and discussed with the dissertation supervisor. Once the interviews were completed the observations were conducted.

Credibility was ensured by Transcriptions being sent to participants after they had been discussed with my dissertation supervisor. This gave participants the opportunity to read through and make sure the “informants consider that their words match what they actually intended” (Shenton, 2004, p.68).

Conformability was assured by the participants receiving a copy of their transcribed interview so they were able to ensure that their thoughts and responses were portrayed correctly. During each interview I only tried to provide a context for the participants if they were confused, in an attempt to limit my influence on responses. Similarly with the observations, I tried to blend in as much as possible to have minimal effect on the participant and the students.

3.5.2 Observations

The benefit of using observations is that they allow you to get closer to the social practices and everyday situations (Ohaman and Quennerstedt, 2012) of the teachers. Observations can also provide a “contextual understanding of people’s actions, interactions and emotions” (Sparkes and Smith, 2014, p.100), as well as showing possible behaviours that the participant may not wish to share in the interviews (Gratton and Jones, 2004).

Observations are complex and take time to master. This was a potential drawback for me as I only had limited practice before the data collection. To ensure that no information was missed, I wrote the notes up as soon as possible after the session, then came back to the notes and analysed the information, rather than trying to analyse while recalling events of the session. There was also the potential for difficulties in recording the data and making sure that nothing was missed. As the observations were overt, the teachers knew they were being observed which may have affected their actions and hence may not be completely reliable as the teacher may be acting differently as they know they are being observed (Gratton and Jones, 2004).

Observations were used within this dissertation as they can show if participants actually do what they say they do within the interviews (Bell, 2010). Although observations are
generally subjective, within this study I tried to approach the observations with as little prejudice as possible. At the start of each observation, I was introduced to the group and it was explained to the pupils that they were not being watched. I dressed appropriately for the sporting situation, and made sure that I blended in as much as possible. Notes were not made in front of the group unless it was essential to remember a specific detail. I used this method in order to reduce researcher effects and to be as unobtrusive to the natural situation as possible (Bell, 2010). Straight after the session I wrote up a log of the session (See evidence folder 6.0), making note of what happened, my own thoughts and feelings as well as key conversations, tone of voice and non-verbal communication (Hastie and Glotova, 2012). This ensured that the session was fresh in my mind and that all information could be recorded. The results were then read through, analysed and discussed with the dissertation supervisor before being made available to the participants.

Lessons were chosen through opportunistic sampling, with the hope that this would have the minimal effect on each lesson and teacher’s timetable as possible. The lessons which were observed incorporated a variety sports in each schools Physical Education timetable. They were also totally dependent on the lessons being taught by the teachers. The observations took part in the second term of the school year. It was planned that each participant would be observed twice and told to teach as they normally would. The lessons observed were mixed ability groups, mixed sex groups and same sex groups; each lesson lasted for fifty to sixty minutes. All of the observations notes were then re-read and analysed before being discussed with the dissertation tutor.

Transferability within qualitative research is minimal as the results are specific to the small group involved and are not therefore generalizable to the wider population (Shenton, 2004). It is also the case that observations are specific to the environment in which they take place. Therefore, providing as much detail as possible regarding the context of the study; geographical location, duration of each session, number of participants, their backgrounds and the researchers relationship with the participants (Shenton, 2004), will help to give a better understanding of the situation observed.

Unfortunately, only six observations took place within this study because of teacher’s schedules, teacher’s willingness to be observed and the time constrains of the study. This is discussed further within chapter five.
3.6 Data Analysis

An effective method of data collection must be employed in order to allow a conclusion to be drawn from the data collected; analysing data allows an insight to the meaning within the data collected and can involve organising the information so that comparisons, contrasts and insights can be revealed (Burns, 2000). Inductive reasoning was used on the data collected for the multiple participants. I then looked for generalised links between each set of data. I was ultimately looking for emergent themes rather than a hypothesis (Sparkes and Smith, 2014; Gratton and Jones, 2004).

Thematic analysis was used within this dissertation, as it “minimally organises and describes the data collection in rich detail by identifying and analysing, interpreting and reporting patterns” (Sparkes and Smith, 2014, p. 23) (themes). Furthermore, once the interviews had been transcribed, the five phases of thematic analysis suggested by Braun and Clarke (2006) were utilised; immersion, generating codes, searching and identifying themes, reviewing themes and defining / naming themes. Codes were identified from each transcript. Categories were then formed by encapsulating three codes and key themes were then highlighted (Hastie and Glotova, 2012). Interpretations were made from the data which follows the inductive approach taken within this study.

Themes that were found as a result of the data analysis were:

- Performativity culture in shaping inclusion in Independent Schools
- Independent School Teacher’s cultural interpretation of inclusion
- Teacher’s practice and philosophy of inclusion within Independent Schools
CHAPTER 4:
DISCUSSION
4.0 Discussion

This section will highlight the relationship between performance and Physical Education (PE) teacher’s knowledge and practice of inclusion, starting with the performance driven culture of Independent Schools. The following categories will be discussed: the concept of teachers providing a service, the emphasis on achieving grades, the utilisation of specialist coaches and the idealism of what PE should be. The effect and influence this culture has on teacher’s interpretation of their practice and their knowledge of inclusion will then be discussed.

4.1 Performativity culture in shaping inclusion in Independent Schools

There was a strong feeling among most teachers that they were providing a service, as parents are paying for their child’s education. Therefore, they felt as though they had to meet certain performance or goal expectations to satisfy this. Furthermore, teachers realise that they (the parents) expect their children to be successful as well as looking professional; an example of this is shown by participant 3,

Because the parents pay for their kids to be there.....a parent said that when they turned up to hockey games, they didn't look professional; they weren't doing step by step, so they weren't running around the pitch, they weren't going straight into their drills, without us telling them what to do….it’s quite difficult to teach that but if that’s the way they want it, that’s the way the teacher’s got to teach it, if that makes sense. (Evidence Folder (EF), 2.3.2, Page (P), 2, Lines (L), 29-46)

This gives a glimpse into parent’s influences on what is expected and what they want to see from the school they have selected, as they are paying for the service. This is supported by Sullivan and Heath (2003) who said “private schools must respond to parental demands in order to survive” (p.77). This would tend to confirm that teachers are providing a service, as “parents pay considerable fees presumably in the expectation that they will be achieving some benefits” (p.78) which would possibly not be available in state schools.

Some insight maybe gained from this into the fact that Independent Schools facilitate the participation of pupils from cultural backgrounds, in terms of inclusion. All teachers expressed that they felt their schools had made changes and adaption to the Physical Education (PE) kit for those pupils, but this may have been as a result of ensuring that the
expectations and demands of the paying parents are met, rather than inclusion. However, West and Noden (2003) found one family said “going to a private school means they will look at “the colour of your money” rather than “the colour of your skin” (p.186). This gives some rationale for different cultures to be drawn to Independent Schools, though it should be noted that the cultural diversity within society has changed since the time of West and Noden’s study.

The following extract shows how a teacher who “included all children” included a Muslim girl within PE lessons.

For the practical’s they have to be in their games kit, um and a lot of the. It’s the Muslim race who have to be, they can’t show any skin other than their eyes, so we obviously allow that but we sort of. I think the Head Master met up with the parents of the girl and said sort of how, what are our boundaries and what are our limits, and they came up with that she could….leggings, shorts, jumper, like under armour so that she literally only had her veil on still (EF2.1.2, P8, L231-238).

This shows how teachers can differentiate adapt kit to include people from different cultures. A PE teacher’s willingness to make sure everyone is included could derive, within Independent Schools, from feeling that their role is to provide a service. Teachers may feel pressure to provide good quality provision to pupils as their parents are expecting high quality teaching and high grades (Sullivan and Heath, 2003). Participant 5 (Appendix D) highlights this and also suggests that Independent Schools have the funding and the facilities and are therefore able to meet parent’s expectations.

In the Independent Schools, the job is actually easier, and my view of independent schools, I don’t know if it matches others, but here I feel I am providing more of a service. People pay to come here; people pay a lot of money to come here, so therefore I feel it is important that every single one of those children who is paying the same amount to come here, should be able to access what is on offer here, and that’s important, yeah (Appendix D, Line, 430-436).

However, putting on a large variety of activities such as Kayaking and Judo, which are not on the National Curriculum, could be easier within Independent Schools, as identified by four participants within this study. Pupils know “their parents have provided them with that
opportunity for them so it is a different kind of mind-set for those individuals...they have been given that opportunity by their family” (EF2.4.2, P5 & 8, L138 & 338). This may be because independent schools are traditionally “socially and (often) academically exclusive institutions” (Sullivan and Heath, 2003, p.78). Therefore meaning that the children they accept into the school are “able students from affluent backgrounds” (Griggs, 1985, p. 77).

Teachers willingness to provide a service as they are being paid for it, may allow Independent Schools to perform better because the teachers have to meet the expectations of the school and parents and the pupils have to please parents.

In all of the schools pupils have PE lessons and games lessons including adventurous activities often led by specialist coaches. For example, kayaking, rowing, judo and self-defence are on offer, as well as other traditional sports. In the independent sector, more often than not the facilities are very good because parents “pay for their children to come that school and those facilities are put in so they have wonderful sports halls and lovely grounds and fields and facilities” (EF, 2.2.2, P11, L304-306).

As well as having plentiful facilities and equipment, Independent Schools have the means to “quite often hop on a mini bus and go to the like Kayaking centre in Cardiff” (EF2.1.2, P12, L361-362). Penney (2002) states that: “children are not all equally positioned to participate in physical education and sport. Social and economic issues can play a key role in shaping who has access to activities” (p.112). Within Independent Schools parents are paying for the facilities as part of the schooling.

Justification for parents to send their children to Independent Schools could be that the schools are focused on league tables and being seen as achieving high grades (EF2.4.2). This paired with the fact that parents are paying for the students to achieve those grades and results could make it hard for the schools to practice inclusively as their main focus is on performance rather than everyone having access to diverse opportunities.

*The ultimate goal for the school I am at now is to obviously achieve the best results and it’s a competitive environment in the independent sector and that’s what we aim to achieve but doing so in an inclusive manner* (EF2.4.2, P2, L47-50).

Independent Schools have a number of ways of ensuring that they provide the best service and achieve the best results. They can provide fantastic facilities and they can also be “very selective in the way that you have to have the money, or work there” (EF2.1.2, P11, L312-313).
West and Noden (2003) found that independent schools are academically and socially selective. This is identified within the opinions of the teacher quoted below.

*The nature of a lot of independent schools means that they are more exclusive due to the financial barriers as few students get free private education and also although they don't/can't state that they are not inclusive, if they are approached by a family who's child is not suitable in any way for their school, they can reject their application and this will obviously have a knock on effect in a P.E Department. I've seen it in all of the independent schools I've been in although there is a fine line between getting children in and therefore having full fees or turning them away* (Appendix D, Lines 455-452).

Selective institutions such as Independent Schools can control their numbers, meaning “independent schools tend to be smaller class size anyway, umm, more of a select class” (EF2.4.2, P5, L131-132). “So having one or two children who perhaps need to approach something in a different way, isn’t such an obstacle” (Appendix D, Lines 408-409). Meaning that they can have small class sizes to ensure “spoon-feeding” (EF2.3.2, P12, L355) pupils to ensure that they get good grades. One of the main incentives for parents to send their children to Independent Schools is the smaller class sizes coupled with having a better standard of education, better facilities, good quality teaching and discipline (MORI, 2001).

(State schools have) 40 odd for a lesson and that’s difficult then especially as the children get older, teenagers, they’re more difficult to cater for sometimes, you know; but not a problem here….but there are children still I feel in bigger schools that can slip through the net, whereas a school like this, independent education they don’t have that chance (EF2.2.2, P13&16, L366-454).

Independent Schools can also adapt the National Curriculum, use it as a guideline and select best parts (suggested my most participants) to ensure that the curriculum is almost hybrid to deliver the best results and drive results and grades up (EF2.1.2). As Independent Schools have the “independence to teach what they wish” (Walford, 2003, p.172) talented pupils can be challenged above the curriculum expectations to ensure that they are performing as well as possible. This is ultimately the main aim of Independent Schools, as highlighted by four of the participants within this study.

Another way in which Independent Schools can increase performativity, meaning a less inclusive environment, is created by employing external specialist coaches to come in and
run sessions to improve team performances. “Independent schools they do have the ability to draw on coaches and people and buy people in” (EF2.2.2, P3, L81-82).

We’ve got a netball shooting clinic, we are very fortunate in this school we’ve got….a Welsh netball hub player with us which is invaluable for obviously all of the age groups going through the school….she’s very focused she drags down all her skills from her Welsh um club playing (EF2.2.2, P3, L61-69).

This shows how Independent Schools aim to use specialist coaches, to deliver more advanced skills and training to improve team performance; this could lead to the sessions being less inclusive. Participant 4 confirms this by summarising

*External coaches who are specialists in their sports therefore that can enhance the learner independent schools work towards achieving high grades, you know, they’re based on league tables etc, but I think across the board, inclusive practice is, you know, a focal point of education, but is sometimes easier in independent schools* (EF2.4.2, P12, L353-366).

This is a very interesting statement, as this section has been discussing how the aim of Independent Schools, as agreed by almost all of the teachers within this study, is to provide a service of spoon-fed success or guarantee of achieving higher performance. This is accomplished by employing specialist coaches, having top quality facilities and adapting the National Curriculum to meet the higher performances that are expected. Smaller class sizes as well as being selective in who they allow into the school are both stated as important criteria influencing parents’ choice of school. If this is the case teachers are put in a situation where it is not possible for them to be truly inclusive.

Talbot (1999) states that the ‘freedom to do or achieve something is, of course, a hollow promise if it is not accompanied by ‘freedom from’ conditions and constraints of material, financial, or knowledge resource that may prohibit access to the variety of opportunities proffered” (p.324). This could infer that teachers from Independent Schools have no constraints and should therefore be fully inclusive. However, the only way teachers can achieve a situation without constraint is for the school to have sufficient fees to fund facilities, opportunities and specialist coaches.
The next section will investigate teacher’s knowledge of inclusion, how well they think they practice inclusion, how these aspects of inclusions interact and how they are affected by the culture within Independent Schools.
4.2 Independent School Teacher’s cultural interpretation of Inclusion

The performativity culture of the Independent Schools may affect teacher’s interpretations of inclusion. Every teacher within this study said they believe that inclusive practice is used within their lessons and expressed that inclusion means including everyone; when asked to give some examples of where they have used inclusive practice, they supported their claim with evidence. Examples of some responses are below.

So mainly it'll be kind of, including, as I say, people with injuries, so if they can’t actually take part physically in your lesson then give them a role of responsibility to make them still feel valued within your lesson, umm giving them something to do so they are not just sat out doing nothing (See Evidence Folder (EF) 2.6.2, Page (P)4. Line (L)110-113).

I want everybody in my lessons to take part unless they have like um a serious injury of they have had an asthma attack that day or a little girl this morning was diabetic and couldn’t take part and she really wanted to take part (EF2.2.2, P6, L152-155).

Inclusion should be all of the children learning all of the skills that you have in the curriculum, no matter how good, bad or indifferent they are at a particular activity (Appendix D, Lines130-132).

This shows that teacher’s perceptions of inclusion are different to the notion proposed by Evans (2014) suggests that inclusive practice does not only concern pupils with Special Educational Needs (SEN) or disabilities, but people affected by a variety of differing factors; these include many socio-demographics such as class, gender and culture. This is supported by participant 1 who said “in my personal opinion I don’t think you can include class as within the bracket inclusion because actually they’re all very similar, because they have paid that much to go to that school” (EF2.1.2, P10, L299-301). This statement highlights the issue of selectiveness within the Independent Schools. Examples of participant’s responses of how they have used inclusion of people from different classes, cultures and genders are below. All teachers made reference to including girls from a strict religion.

Had a little….Iranian girl this afternoon who’s taken part and she’s worn her, um I can’t think of the name, the um head scarf and um that’s what she wears for PE and so it is very hot for her. But she had the rest of the school kit on she did it to
take part which is very important…..I would say for PE you need very well qualified people to deliver lessons (EF2.2.2, P7, L200-209).

I wouldn’t ask the boys or girls to do anything differently, but if we were doing a circuit and um for example the boys were doing press-ups, I would modify the press-ups for the girls (EF2.2.2, P12, L339-341).

Independent schools yeah, a whole variety of different cultures…. (a Muslim girl) had her head covered, so she takes part with her head covered, but that’s fine it’s ….use some level of flexibility as long as it’s safe……Asian girls whose parents were unwilling for them to have swimming costumes, so they used to come in full kit. (Appendix D, Lines279-256).

They’re not as cultural as in state schools; I don’t know but it is down to money at the end of the day with that school because if your parents have money then you’re in the school (EF2.3.2, P9, L253-255).

Due to the small amount of cultural diversity, as suggested by participant 3, an idealistic view of inclusion in Physical Education could be created. Earlier expressed by Evans (2007) who found that it is more about what the teachers think about PE and why, that decides how they practice. This is shown in a quote below

I think about swimming that’s a difficult one because you have some children who can obviously swim really really well, then children who haven’t been to the pool. In the independent sector most children, you know like, that’s a comment maybe I shouldn’t have made but children can swim and have been to swimming lessons a very very long time, from a very young age. And I think in state school I was in children were bussed, um the school years ago and a lot of them couldn’t swim and when they were 11 were learning to swim from those lessons in school (EF2.2.2, P16, L441-447).

This links to Evans (2014) “There is growing recognition that what children achieve in later life is determined fundamentally in the early years” (p.324). Showing that Independent School teachers can be idealistic about inclusion in PE because they have children who have come from a background where their parents have given them every opportunity to participate and achieve. Therefore they may potentially be more similar in ability and stages of learning than the broad spectrum of backgrounds of state school pupils.

The next section will look into the effect of teacher’s philosophy on inclusive practice.
4.3 Teacher’s practice and philosophy of inclusion within Independent Schools

All of the teachers within this study expressed that including everyone was part of their teaching philosophy, as well as saying that they aimed to incorporate an element of enjoyment within their practice. All participants also highlighted that they believe their philosophy is derived mainly from experiences they had during their time at school. Mills (2009) found that teachers tend to adopt their policy from ones they have experienced and, on the whole, tend to have similar characteristics of white middle class and heterosexual people. This does not match the increasing diversity within all schools and in a way reflects the findings of this study. However, if teachers have been schooled and only ever been in contact with the performativity culture of Independent Schools, like two participants within this study, this could mean that they do not explicitly recognise the need to be inclusive. This could be evidenced by the response of a Newly Qualified Teacher (NQT) who was working in the Independent School she was schooled in.

I don’t think it’s something you need training on really. It’s just, well I guess it’s just your natural kind of, personality, whether you’re one that is going to include every child or do your best to include someone, or take the easy road and if there’s someone that’s harder to include…..like your teaching; how you want to teach in practice, umm kind of like your models and your point of view on teaching (EF2.6.2, P12, L360-365).

The compares with the response of a teacher with many years’ experience who had been schooled in state education and has worked in both sectors; “I would say for PE you need very well qualified people to deliver lessons, it’s not good having somebody in who doesn’t really know their subject and how to deal with it” (EF2.2.2, P8, L209-211).

Effectively implemented inclusive practice would also mean that every pupil has the opportunity to participate and receive high quality PE lessons (DfES, 2004). If teachers have a poor knowledge of inclusion, they will not be in a position to teach inclusively.

The next chapter will bring together the data collected and enable me to draw conclusions from the findings.
CHAPTER 5:

CONCLUSION
5.0 Conclusion

5.1 Summary of Key Findings

This section will bring the study together, specifically looking at what was found in relation to the aims of the study, and what the unforeseen circumstances were. The main aim of the study was to investigate Independent School Physical Education (PE) teachers’ perception, knowledge and practice of inclusion.

Overall the findings reflect the aims of the dissertation and the results have shown that inclusion may not be considered essential within Independent Schools as a result of the performativity culture, where the focus is on results and performance rather than ensuring everyone is involved. This could be as a result of the nature of Independent Schools being exclusive and selective institutions (Sullivan and Health, 2003: West and Noden, 2003).

This therefore influences the way in which teachers perceive their role as they feel as though they are providing a service for the parents who are paying for the education of their child. This leads to an expectation of excellence and high grades, and thus affects the way in which the teacher practices as their focus is no longer on including everyone, but meeting parents’ wishes. The financial barrier to entry within Independent Schools creates a selective process whereby, if you cannot pay the fees, you cannot attend, meaning that the pupils who attend Independent Schools are from similar backgrounds and possibly with a similar level of ability. As a result of this consistency within pupils, there may be less need for PE teachers in Independent Schools to practice inclusively compared to PE teachers in state school. It also follows that if a teacher has only ever been exposed to a performativity culture throughout their education and teaching experiences, their interpretation of inclusion could be rather idealistic compared to the reality of inclusive practice.

Consequently, the teachers knowledge and interpretation of inclusion did not need to take into account students with special educational needs (SEN) or disabilities or even necessarily students with a variety of differing factors such as socio-demographics including class, gender and culture (Evans, 2014).
5.2 Critical Reflection and Further Research Ideas

Throughout this dissertation there were unforeseen circumstances which meant some stages of the dissertation look longer than planned. First, ethical approval took longer than anticipated as greater detail was required within the method section. As a result of this delay for approval to be granted, no contact could be made with any possible participants. This therefore meant that the time available for recruiting a Physical Education department for a single case study design was reduced. Many schools were approached both within Wales and England but sourcing participants proved harder than anticipated. Some of the schools were too busy to take part and one did not want to be seen as elitist.

Qualitative research is known to be messy and subjective in relation to how the researchers’ epistemology can affect how the results are interpreted. There is also a possibly of exerting bias within interviews which could affect the data collected, for example nodding of the head to encourage the participants to talk openly.

As a result of the participants seeing the interview script prior to the interview, they were aware of the questions and topics meaning there was a tendency for participants to pay ‘lip service’ to inclusion within their interviews. This meant that teachers were focused on expressing how inclusively they practiced.

Another issue which occurred within this study was teacher’s willingness to be observed. As interviews took place first, many teachers were subsequently too busy and unwilling to take part. This meant that only six observations were completed, rather than the twelve anticipated and planned.

Although this dissertation cannot change the practice of all Independent Schools, the study could be used to develop further understanding of inclusion, specifically within the Physical Education (PE) departments of Independent Schools.

Further research leading on from this study could be; selecting physical education teachers from Independent Schools to take part in two in-depth interviews. One on the teacher’s history and background from primary school to teaching qualification, the other could focus on their current and previous experiences of teaching, with specific references to inclusion. Interviews could also take part outside of the school setting to allow the teachers to potentially feel more relaxed about discussing their personal thoughts and values. Life history narratives have been used within Brown's (2006) study to give insight into participants' life experiences.
Another interesting study leading form this could involve pupil voice, where mixed ability students are interviewed to find their perceptions of the performativity culture within Independent School PE lessons.

As a result of the research and findings of this study, my own identity has been challenged. I have found some of the findings particularly difficult to understand, especially how some Physical Education teachers in Independent Schools perceive inclusive practice as not applicable as the school can select those students who fit their specific performativity culture.

Next year I have secured a job at Millfield School, a prestigious sports school. This is ironic with regards to the findings of the dissertation. I do, however, feel confident that as a result of the knowledge I have gained from this dissertation, I will be in a better position to incorporate inclusive practice into my teaching sessions and may even be able to influence how other staff perceive and practice inclusion.
References:


Equality Challenge Unit. (2013). Disability legislation: practical guidance for academic staff.


Williams, A., and Bedward, J. (2001). Gender, Culture and the Generation Gap: Student and Teacher perceptions of Aspects of the National Curriculum Physical Education. Sport, Education and Society. 6 (1), 55-64.

Participant Information Sheet

Aims of Project: Investigation into independent School PE teacher’s perceptions of inclusive practice.

Background

This project will be using interviews and observations to investigate independent school PE teacher’s perceptions of inclusive practice.

Your participation in the research project

Why you have been asked

You have been invited to take part in this study because it is thought that you will benefit as a result. The study can challenge, as well as enrich your knowledge and understanding of what inclusive practice is. Help find tools and literature which could help you facilitate inclusive practice.

What would happen if you agree to join?

If you agree to join this study...

1. An time will be agreed between yourself and the researcher outside of timetabled lessons and extra-curricular activities for a thirty minute interview.

2. A number of lessons will then be identified to observe over a period of time.

Are there any risks?

There interview will take place in a time which is most suitable for you lasting 30 minutes, therefore will hopefully not interfere with any lessons or extra-curricular activities.

Your rights

You have the right know exactly what the study is trying to investigate and your role within the study, also to ask any questions you have at any point. You have the right to withdraw at any point with no given reason. You also have the right to remain anonymous throughout the study.
What happens to the results of the evaluation?

The interviews will be recorded by Dictaphone, the interview will then be transcribed and analysed to find key themes. Your identity will remain anonymous throughout the whole project and any quotes used within the right up of the project will also be anonymous.

Are there any benefits from taking part?

Benefits are that this study will both challenge and widen your understanding and knowledge of inclusive practice. It will direct you to relevant literature and tool to help further facilitation of inclusive practice within your lessons. It will allow you time to invaluable time to reflect on your own teaching experiences and practice.

What happens next?

With this information sheet there is also a consent form to fill out declaring that you are willing to take part in this study, and that you understand your role within the study. That form should be signed if you would like to take part, then we can lease to organise an appropriate time for an interview and observations of lesson.

Protection of your privacy:

Your identity will remain anonymous throughout the whole study. The only people who will know your information are the lead researcher (Daniella Lunn) and the research supervisor (Dr Dave Aldous).

Further Information

If you have any questions about the research or how the study will be conducted, please contact me.

Daniella Lunn

Mobile: 07725955431 Email: st200019566@cardiffmet.ac.uk
APPENDIX B

PARTICIPANT CONSENT FORM
Participant Consent Form

Reference Number:

Participant name or Study ID Number:

Title of Project: Investigation into independent School PE teacher’s perceptions of inclusive practice.

Name of Researcher: Daniella Lunn

Participant to complete this section: Please initial each box.

1. I confirm that I have read and understand the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.

The following statements could also be included on the consent form if appropriate:

1. I agree to take part in the above study.

2. I agree to the interview consultation being audio recorded

3. I agree to the observation of my lessons

4. I agree to the use of anonymised quotes in publications
Signature of Participant  
Date

_______________________________________  ___________________

Name of person taking consent  
Date

____________________________________

Signature of person taking consent
APPENDIX C
INTERVIEW GUIDE
Red= Questions
Black= Probes/possible responses

Q1 Are you aware of your rights within this interview process as well as the purpose of this research?

Q2 Can you tell me about your experiences in PE, starting from where you where schooled?
- How long you have been teaching at this school
- Any time you have spent in any other schools?
- Primary/secondary/university/PGCE – private/state

Q3 Talk to me about the programme your school follows for PE lessons, and
- Follow the national curriculum
- What that means for your department and your pupil?
- Can provide variety of activities? – examples
- How do you decide what sports you put on?
- What’s the focus/most important for the teachers within these sessions

Q5 Can you explain to me what you feel has an influence on the way in which you teach and why do you think that is can you give me some examples?
- What's the biggest influence
- Education
- Personal experiences-role models- relationship
- Pupils you teach
- Principles or philosophies you may use or have heard of?
- Where any of these philosophies have come from or are based on?
- With regards to inclusive practice
- Philosophy: Including everyone/Developing individual performance/Gain good results/ Mixed groups/Enjoyment
- From: ITT/University/ Personal experiences/ Role models – teachers/coaches
Q7 Tell me about your experiences of PE and what does inclusion mean in relation to PE?

- What do you think of initially when thinking of inclusion?

- Disability/ special educational needs groups being involved/ Mixed sex/ability groups/ Differing socio economic backgrounds/ Religions/ cultures/ Using a range of activities to suit everyone’s needs

- give me some examples- have they effected how you teach?

Q8 Evans (2014) suggests that inclusive practice does not only regard pupils with special educational needs, or disabilities, but people affected by a variety of differing factors; these can be socio demographics, such as, class, gender and culture. What are your thoughts on this quote and do you think it applies to your teaching and school environment?

- Diversity/ multi cultural/ backgrounds

- Do you think that Evans definition of Inclusive practice effects how essential inclusion is to your PE sessions?

- Diverse abilities, backgrounds, socio economic groups

- Compared to state schools?

Q10 Do you practice inclusively within your sessions, Can you describe to me practical examples of when you have used inclusive practice within your lessons?

- If not why not? Are there any Barriers? – Provision and opportunity, accessibility (equipment, facilities, coaches)

- Can you give me some examples: Types of practice that you use?

- Adapted school PE kit to allow different religious groups?/ equipment

Q11 “Asian girls commenting on the unfairness of uniform policies which gave particular concessions to Asian students that were not extended to their white peers” (Williams and Bedward, 2001, p.61).

- Do you think that by making changes to include one group of people simultaneously excludes another group of people?

- Do you think that these are issues within your school?

Q12 Do you think that the activity which you are teaching effects how inclusive you have to be within your sessions?
APPENDIX D
TRANSCRIPTION OF INTERVIEW 5
I – Ok we’ve started. So, thank you so much for taking part, first of all. Umm, are you aware of your rights first of all within this interview process?

P5 – Yes.

I – Ok, fab, thank you. So, umm, first of all could you tell me about your experiences within PE, starting from where you were schooled?

P5 – Umm, ok. My first recollection of PE was at junior school which was a state junior school in Marlborough, in Wiltshire...

I – Yeah.

P5 – Umm...and I played in the Netball team and I swam for the school, so there was an element of competitive sport, but I can’t remember how competitive that was!

I – Haha, yes of course!

P5 – umm, and then following on from that, I went to a senior school, in Marlborough, which was a comprehensive, umm where we did... we had games lessons during the week and separate PE and dance...

I – Yes...

P5 – So they sort of had, games, and the other PE was all the other elements; the dance, the gymnastics, and so on...

I – Yes, ok...

P5 – Umm, and then for competitive sports in that school, we had clubs that we were expected to sign up for if we wanted to go into competitive sports. And we had training sessions after school and then we had fixtures on a Saturday.

I – Ok, so lots of sports...
P5 – There was lots of sport in that particular school and it was very good, and there were lots of like, county players in different sports; umm, I wasn’t at that age but then I moved to a grammar school we had, well, very competitive sport and I was in the hockey and the netball first team, the swimming team, rounders team, tennis team, although I am not very good at tennis but I found my way into it somehow. So, those were my like, first experiences. Umm, I played county netball then and carried on with club netball. Umm, I’ve also swam a lot and I was, umm, a lifeguard, so that’s just what I was doing and then that went on until I was about… I’m just trying to think when I went to uni; I was 21 when I went to uni…

I – Okay.

P5 – and umm, so then all the sport I experienced was just at the uni, at a competitive level.

I – Yes, of course.

P5 – It wasn’t, you know… what’s the word I’m thinking of? It wasn’t just a hobby…

I – Yeah.

P5 - … it was very competitive, yeah.

I – Brilliant. So, whereabouts did you do your teacher training or anything like that?

P5 – I did my… my degree was in Carnegie, in Leeds, umm in Leisure and Recreational Management and then my umm, teacher training was in Cheltenham.

I – Ok, brilliant.

P5 – Yeah, I did a primary post-grad and specialised in, well, English and PE; funny mix but there you go.

I – No, that’s good! Um, so, umm, what types of schools have you had experience in, since graduating, or maybe even before if you’ve had any experience before?

P5 – Oh, everywhere. Umm, I started teaching in a junior school in Wiltshire, just south of Swindon. I was there for four years, then I went into special needs, so I worked in special education for two years with mostly profoundly handicapped children of varying ages; then that didn’t quite work out so I moved back to the state
sector. I went back to a junior school in Swindon. Umm, and then after about five years there, I went to an independent school in Oxfordshire. So I was at a prep school then for another six years. So they just went up to the ages of three to eleven. Umm, and then I went across to another prep school, that went up to thirteen. Umm, I worked then, in another junior school in Cheltenham…

I – So you’ve had lots of experience then!

P5 – Lots of experience, yes, lots of experience. And I have worked with umm, youngsters who have been excluded as well.

I – Oh brilliant!

P5 – Yeah, well.. yes it was an experience put it that way !

I – (laughs)... wow, that sounds fantastic! That is something I am really interested in; I’ve done quite a lot of work experience with umm, disabled children and stuff so that’s really interesting.

P5 – Oh really?

I – Yep, yep! So how long have you been working at this particular school? Do you know, roughly?

P5 – Well, I was here two years ago and then I took some time out, so it depends if you want to count the middle – let’s not count the middle bit – so let’s say two years.

I – Ok, fab! Brilliant. Umm, so can you talk to me a little bit about the program which your school follows in PE lessons?

P5 – Right. Well I, I know bits of the curriculum; I don’t know it all, because I don’t come in touch with all of the PE games and curriculum, for starters.

I – Ok!

P5 – But, we do in the infant age group, we do umm, we did gymnastics last term, we do dance this term. Umm, I imagine we’ll do some swimming and or athletics next term. Umm, the young, the little ones, they’ll also have games so they’ll learn general, you know, general ball skills and things like that. Umm, I’m pretty sure they follow something similar through the juniors as well.
They all have, in the junior section, they all have games afternoons and they have competitive fixtures as well. So pretty much, all the children get an opportunity to represent the school in some capacity or other, which is really good.

Umm, and then, further up the school I have to… I’m not too sure on the general PE front, as much as the games because I do more on the game front; they cover so many different sports it’s quite amazing really, I mean, I’ve just been out with rowers this afternoon…

Oh brilliant!

Well we weren’t on the river, we were inside, but they do go out on the river.

Yeah! So you’re not sure; do you know if they use the national curriculum at all, or would you not know?

I imagine they will do because once they get into the older age groups they study for GCSE and then they do A-level, so they’ll have to cover national curriculums to a certain point. But because it is an independent school you don’t have to use national curriculum.

Yeah… and in other independent schools you’ve worked in, have they used the national curriculum?

Yep! Yep, yep!

Yep, so they’ve used it as some sort of guideline type thing?!

In most of the independent schools, we have only used it only as a guideline and then we’ve been free to choose the parts that have been considered the best.

Ok.

To implement those. Umm, because the assessment criteria in state schools are governed by the national curriculum, you have to use it. Whereas, of course, in
this environment, you don’t have to; your criteria can be independent of the national curriculum, but the basis of it is definitely used.

I – Ok, so can you give me any examples of what this school, or any previous schools you have worked in that are independent, where you have taken the best bits or you have even added bits to make your own curriculum, if you like.

P5 – Yep, umm certainly in some of the dance and gymnastics, the different, erm, skills that they’ve expected children to do at certain ages, in the state schools you’ve sort of not gone beyond the curriculum, very much. But when I was in my prep school in [redacted], we used to, particularly if we had talented children, we used to extend them way beyond what was expected of them in that age group, umm and we’d adapt the schemes of work for those children. So, for example, in one of them, we had quite a few children who were like, club gymnasts, and they were doing lots of vaulting and things like this, which was way above and beyond what was expected of that general age group, but because we knew they could do it, we would take them that far, whereas I found in the state schools that we were tending to not to extend them up to that level. That’s the sort of things they did in clubs, so, you know, we didn’t do that. Does that answer your question?

I – Yes, definitely, definitely. Umm, so can you explain to me a little bit, you’ve touched on it a little bit I think, umm explain to me what you think umm, inclusion means with regards to PE?

P5 – Umm, to me, inclusion should be all of the children learning all of the skills that you have in the curriculum, no matter how good, bad or indifferent they are at a particular activity and I also think that they [the kids] should have the opportunity to play in competitive teams, if they want to. I’m not sure I agree with them being forced to do it; I think if they want to do it then that’s great but to force them to do something they don’t want to do, I don’t know; I think it depends on the child and I think it depends on the situation as well.

I – Ok, so can you tell me a little bit about your experiences within PE, where you’ve experienced inclusion yourself, or have practiced inclusively as a teacher, umm within any of your schools?
P5 – Umm yeah we had umm, in my first teaching post, we had a little boy who was in our year six class, umm who was, umm **cognitively very clever but he had a syndrome where he had no legs below the knee, and he used to join in absolutely everything that we did and if there any problems for him we made sure there were no problems**. He was brilliant in the swimming pool, he used to just move his legs and get on with everyone else. He used to come out for hockey and keep his legs on for that. But whatever sport or activity we were doing, we ensured he could access it like everybody else; that really was not a problem.

I – That is brilliant.

P5 – A lot of **his ability was because his parenting sister joined in and I think that can happen a lot, you know, parents if parents feel that their child's difficulties are too much, that is what stops them.** I know it can be the school itself but regularly it is not.

I – Of course. And was that particular example from a state or private school?

P5 – That was a state school.

I – Ok, so do you find that there are any issues like that within any independent schools, that you’ve worked at?

P5 – Umm… I’m just trying to think where I have come across anyone with that level of disability.

I – Or infact, any other variation of that?

P5- **No, I think that on the whole, with most children I have taught, whether they have been in state or independent schools, they have been included.** Umm, there might have been the odd occasion where (pause) well that particular child had muscular deformity; one of the boys I remember, from [blurred], which was a state school; he didn’t join in with all of the activities. We took them away on a residential trip and there was a lot of outdoor education going on and there were quite a lot of things he didn’t join in with, but he couldn’t because he did have a real muscular disability and he got very, very tired. He joined in everything he could. Umm, I can’t remember, it is quite a few years ago now, some of the things he would’ve liked to have joined in with, but didn’t.
I – Yeah, of course. It is very difficult in situations like that.

P5 – Yeah, yeah.

I – Of course, so umm, obviously I had to do a literature review for my dissertation, and I found some quotes, relevant and recent quotes, about what inclusion might be…

P5 – Ok...

I - … and I just want to know your thoughts; I just want to hear umm, your thoughts on it and see what you think; whether you agree or something you may think is relevant within this school. So, umm…

P5 – so specific to this school?

I – yes but mainly independent schools that you’ve worked at, compared to state schools that you have worked at – that’s quite interesting.

P5 – ok, yep.

I – Ok, so Evans (2014) and he suggests that, ‘inclusive practice does not only regard pupils with special educational needs (SEN), or disabilities, but people affected by a variety of factors; these can be socio-demographic, such as class, gender and culture.

P5 – (pause)... The gender one is an interesting one because I have been in lots of schools where the girls have definitely had a second rate experience, but they are in schools that were originally boys independent schools, who have more recently introduced girls into their systems. But definitely in those situations the inclusion was less for the girls, or it was probably considered less important for the girls, umm, but the departments were run by separate people, umm, so you could just argue that the people in charge of the departments weren’t shouting their corner loud enough you know.

I – Yeh

P5 – Um what were the others?

I – Sorry gender, class and culture
Class, not in my experience, um I mean I have been in a variety of, a whole variety of school setting and I don’t think any class issues were even a problem.

I – Anything like provision of facilities or equipment for kids, or anything that may have um excluded a pupil for taking part because they didn’t have, or access to any of those things, or?

Um, no I think every school I have been in, people have made, if for example money has been an issue people have always made an effort to include those children, who perhaps couldn’t have afforded to do something or didn’t have the kit to do something, I think we’ve always tried to make um, arrangements for people to be included I suppose some of the independent schools, may have been different. It depends like, extracurricular things like skiing trips,

I – Yes

You know if you didn’t have the money you didn’t go and that wasn’t negotiable, so yeh I guess there was exclusion on that point, yes, so anything that. Um I’m just trying to think, well sports tours there, I know one of the schools I used to work in ran sports tours to Barbados every spring and if you didn’t have the money you didn’t go, so yes I suppose that was quite exclusive wasn’t it.

I – Yeh ok brilliant, um so thinking about this, the class issue now in state school, you’ve worked in state schools, would you say there’s you know experiences of provision in both and equipment in both, and facilities?

Um I think there always will be because there’s only a finite amount of money that can be provided for children to do things. But in my experiences of state schools if children have shown a desire to do things, and parents equally so, the schools, more often than not have found the resources, be it money or equipment or whatever to help those children to do those things, So I don’t think I’ve seen it that much really. Everywhere I have been, I think people have had fairly equal opportunities, whatever, class or background they are from.

I – Ok brilliant, so sorry one last question on that

P5 – Yeh
I – So do you think, you were saying earlier in this particular school and in other
maybe independent schools you have worked in, you have had a fantastic amount of
opportunity within different sports. You said you have just been rowing with them
which is fantastic, do you feel that is something that is maybe missed out in state
schools compared to independent schools?

P5 – Yeh I think in the state system people assume that if youngsters um want to
take up rowing or any other types of activity they’ll do it in a club outside school.
Certainly in the primary system there are not enough sport specialists or PE
specialists, or at least there weren’t when I was in that system. So the children were
being taught by a general primary school teacher, who maybe didn’t have the
interest, didn’t have the skills, didn’t have the background, didn’t have the desire to
Teach those things anyway. So they would just assume that actually those children
could go off and do those independently out of school, and of course the school day
for state schools is shorter, so to fit in activities such as rowing or kayaking or
anything, maybe climbing or anything like that, has to be done after school. So then
you are very reliant upon the willingness to teachers to take them. So um, yeh I
would say the range of activities that can be offered in a state school, is probably
less but it’s also got to do with the length of the day, expectations that the teachers
have, expectations that the parents have and all those sorts of things.

I – Yeh definitely, brilliant, so now moving onto culture, um so that was part of Evans’
definition. Do you find that culture is something that is quite vast and quite diverse in
the schools you have worked in, generally as well as independent and state?

Whichever

P5 – Um as in cultural background?

I – Yeh cultural backgrounds

P5 – Um, (pause) um, depends where I have been, I mean in the middle of the
Cultural diversity of that school was massive, there were people from all walks of
life. Absolutely very, well not every culture, but almost every culture you can think of,
Um and I suppose if you go into a (pause) um other places, um, not so
much um, although there were people from different cultures there, (pause) um but
not as much as. Um, I think that’s definitely a demographic thing,
P5 – Definitely, um the independent schools yeh, a whole variety of different cultures. I mean quite a few of the places I have worked in have been boarding schools anyway, so there’s been quite a large element of overseas students, so the cultural diversity there is even bigger still, yeh.

I – Yes

P5 – Definitely, um the independent schools yeh, a whole variety of different cultures. I mean quite a few of the places I have worked in have been boarding schools anyway, so there’s been quite a large element of overseas students, so the cultural diversity there is even bigger still, yeh.

I – So can you give me any examples of, sorry first of all have you had any experiences of um, within this schools as well, of pupils from different cultures, different backgrounds?

P5 – Yeh, yeh

I – Ok so can you give me any examples of any examples of when you have utilised inclusive practice, um to include those pupils. Have you ever had to make any changes to um, sessions to include them?

P5 – Um, I haven’t had to make any changes to sessions but I know, like one of the old girls for example had it, I don’t know what it’s called

I – Head scarf

P5 – Yeh had her head covered, so she takes part with her head covered, but that’s fine it’s not a problem, I think you know, just got to sort of use some level of flexibility as long as it’s safe.

I – Of course

P5 – Yeh

I – Of course, and have you had any other experiences in any state schools, or anything like that where you’ve had to change anything?

P5 – Um, yeh we have, well we had um, in we had quite a lot of Asian girls whose parents were unwilling for them to have swimming costumes, so they used to come in full kit. I I think, I can’t remember what they called them, they did swim um but they swam covered, but we had to, we just had to say yeh that’s fine because otherwise those children just didn’t take part,

I – Yes
P5 – So yeh, definitely, situations like that, um

I – Was that in a state school sorry,

P5 – Yeh that was a state junior school, yeh, um (pause), I’m trying to think where else on a cultural level. Well I suppose, simple things like girls wearing tracksuits and not having short skirts on and things like that, I’ve had to allow children to (pause) cover up, so yeh, see you drapes.

I – So now do you feel that you practice inclusively within your lessons, and do you think that there are any major barriers to being able to practice inclusively, in any of the schools you have been in?

P5 – (pause) um, I feel I always offer inclusion to children and if there’s a reason that they need to wear a particular garment, for some reason or they need to do something in a particular way, or they’re not physically able to do something in a certain way then I will say, that’s fine it doesn’t matter, so I do feel I’m, I use have inclusion in my lessons, um. Sorry what was the second bit of that?

I – Um do you feel there are any barriers, or anything that would prevent inclusive practice in any of the schools?

P5 – Well people’s attitudes are a massive problem, if people have an attitude that you have got to stick rigidly to a particular format, or rigidly umm to a particular dress code, then you are going to encounter problems aren’t you?

I – Yes

P5 – I think as well with um situations where it’s perhaps not a cultural thing, it’s a physical thing it sometimes, the barriers can be you know the child’s perceptions or attitude towards what they are doing and of course quite often that if influenced by the parents, and if people are very precious of their children, like oh no no I don’t want them to do it. So in that situation you’ve just got to try and just talk people round, you know to a different way of thinking, so that you can include them. But the reality is, there shouldn’t and often aren’t boundaries, it’s people’s perceptions and attitudes that kind of put obstacles in the way, um and actually people being a little bit rigid over their ideas, if people were sort of, a bit more relaxed about things you can easily overcome those.
I – Yeh definitely

P5 – Yeh

I – And would you say, I know I’ve said it before but would you say there’s any barriers in terms of provision and facilities and opportunity for pupils to be included?

P5 – Um, (pause)

I – Or would you think that’s not as important as perceptions?

P5 – No, I suppose, I suppose in some schools, I’ll give you an example, the junior school I worked in in Swindon, had no fields it was just a playground so, what we could do with the children, on site, was limited. We had no mini buses, so we couldn’t take them anywhere, um so yeh I mean, the provision that we could give was limited. We gave them as much, as many opportunities as we could, what we used to do, which used to happen quite a lot in those days, was we used to say right well we’ve, classic example; a little boy in my class he was a brilliant runner but because we didn’t have um, we didn’t have um facilities for cross country and we didn’t have um tracks for running. I actually spoke to his parents and I said, you know, look you know, your son is an incredible good runner, I said I actually think he should go and run, join the athletics’ running club, I said can you try and get him in it would be fantastic if he could, because we cannot offer him the provision here. So I suppose I was able to then able to direct him and his family in that way, and he was really successful in the athletics’ club there, and so that was a real bonus. But if you are in a position, or in a school where your facilities are limited then clearly the opportunities are limited and then it depends on the person involved, the teacher involved whether you are going to encourage them to look outside the box, so to speak you know.

I – Ok brilliant, that was a brilliant example, really really good thank you so much for that. Um so going a little bit, taking a step back now um just to talk about you as a teacher a little bit more um and just um, talk a little bit about what you think has influenced the way you teach? And um, why do you think that is, and can you give me any examples?
P5 – Um (laughs) um, a very very brilliant teacher was my mentor when I first started teaching, and even now, as we are talking twenty five years on, that’s a bit scary. 25 years on I am still using strategies and techniques that she used in the classroom all those years ago, because they are just very simple and effective things to do, like changing the tone of your voice when you are speaking to people, um you know making something sound interesting when you want it to sound interesting um, and I do notice quite a lot, and I’ve noticed it over the years, that a lot of people when they are teaching are very mono tone, and so I am deliberately not mono tone because I find that really boring.

I – Yes definitely

P5 – But I just want, I just want to make the children enjoy things, I really think enjoyment is important, so important and I know there are curriculums you’ve got to adhere to, and I know there are targets people have to meet, and everything else, but at the end of the day if a child isn’t happy what’s the point in meeting the targets, you know. So I always try and instil that element of fun and enjoyment from the outset, obviously with a good amount of discipline, they’ve got to know where the boundaries are. But just to, um, just to allow young people to, to engage and be interested in what they are doing, you know try and keep them motivated.

I – Yeh definitely that’s a big thing

P5 – Yeh

I – Brilliant so um, were there any experiences you had when you were a pupil or when you were you know, when you were younger that made you think you were going to be a teacher, or you were going to be involved in PE or anything like that that helped build your ethos and philosophy as a teacher?

P5 – Yeh when I moved to [redacted], to the Grammar school, I was so involved in the sport there that I mean it, there wasn’t a course at the time, I know they do like team leader courses and sports leaders coaching and all this kind of thing nowadays. In those days there wasn’t that, but what we did was um as an extracurricular thing we actually went into the younger year groups and we’d coach and umpire, and because I was involved in a club as well I learnt all those skills at well, what was I 14/15, so I was umpiring, coaching at that age, because I chose to do it. But the school was
also very encouraging of that kind of thing and we did a lot of um charity work so we had to go out and do like voluntary, not voluntary charity work um so we were encouraged to go out into those environments and take up that, those sorts of challenges really, so

I – Brilliant, ok so I've just got one final question for you um, do you think the activity which you are teaching um dictates sort of, how inclusively you need to practice as a teacher?

P5 – (pause) um I think mostly it shouldn’t um but I think there will, there’s bound to be, you’re bound to come to a point where inclusion can’t, you can’t include everyone, you know the inclusion is perhaps semi inclusion (pause), I’m just trying to think of an example, although I have, I have been rock climbing with children in wheelchairs

I – Oh really brilliant

P5 – Yeh, um yeh whereas before that point in time I would have said, oh well don’t be ridiculous they can’t possible do that. I think there are ways and means around everything um, I just think you’ve just got to have the willingness to try it, and obviously the expertise and people around you to help you maybe

I – Yeh

P5 – So I think in school mostly no, I don’t see why you people should be excluded. I might be a bit idealistic tho

I – No no don’t be silly no

P5 – I would like to think that there is no reason why people can’t be included, on any grounds whether it’s gender, class, ability, disability, culture, I don’t think those things matter um, I think there’s a ways in for anybody as long as you are willing to accept that you know it might be approached in a different way. Flexibility is the key really.

I – Yeh, so would you say um, sorry I’ve just got another question, would you say that um because of um, let me just think about this before I say it completely wrong. (pause) because of, you spoke a little bit about the teachers having the time to do
things and the willingness and parents perceptions and all those things mixed together

P5 – Yep

I – Would you say that’s something which is, impacts on the pupils more or less in private schools compared to state schools? Do you understand what I’m trying to say?

P5 – So the attitudes or?

I – Yeh the attitudes yeh

P5 – I think the difference in the independent schools Dani is that generally you’ve got smaller groups of children so a teacher is not faced with this massive group of young people and so having one or two children who perhaps need to approach something in a different way, isn’t such an obstacle. I know from my experience being in the state school, one class I had for example was 38 year three’s and I had 1 TA with me, so you can imagine if you’ve got that number, one of them was statemented, and then we had something like 11 were special needs register. Well if the needs of those children um are also affected by the adults perception, and the children’s perception then the more, the more people inputting, the more difficult it’s going to be. So I think in independent schools issues and difficulties of any nature or, to include children is an easier thing to do because of the numbers that you’ve got and I mean most of our class, even the younger classes you know they come with at least one TA if not two, and you’ve got maybe 20 children.

I – Yeh

P5 – So even if you’ve got, one of them had a difficulty you’ve got somebody who can sort of, oversee that child and help them access what you are doing, whilst you are also working with the others, um. So a lot of it is to do with the numbers that you are dealing with you know, state schools have huge numbers of children and I think it’s, although it’s not the right thing to do, it’s easier for them to be left out. Or it’s easy for them to be given a different option because; oh it’s too difficult to get them in here. You know because to plan and organise for lessons on a regular basis is so time consuming, if you are not only having to plan for that 36, but
you are having to plan a separate lesson for that person and a separate lesson for that person, you know, and let’s say there is three or four of them that need a different avenue into the activity, it is really hard work and to actually facilitate that, is difficult. So I think that in the independent schools, the job is actually easier, and my view of independent schools, I don’t know if it matches others, but here I feel I am providing more of a service. People pay to come here; people pay a lot of money to come here, so therefore I feel it is important that every single one of those children who is paying the same amount to come here, should be able to access what is on offer here, and that’s important, yeah.

I – Ok, brilliant. That’s all of my questions done. Thank you so much, you were fantastic.

P5 – That’s fine.

I – Is there anything you would like to add to your responses?

P5 – Umm, no. It is very interesting though.

I – Thank you.

Unprompted SMS message from the teacher after interview:

P5 – Another point for you if you need it...The nature of a lot of independent schools means that they are more exclusive due to the financial barriers as few students get free private education and also although they don’t/can’t state that they are not inclusive, if they are approached by a family who’s child is not suitable in any way for their school, they can reject their application and this will obviously have a knock on effect in a P.E Department. I’ve seen it in all of the independent schools I’ve been in although there is a fine line between getting children in and therefore having full fees or turning them away. Hope this makes sense.
APPENDIX E
DATA ANALYSIS FOR THE THEME OF PERFORMATIVITY CULTURE (Highlighted Green on Interview Transcripts)
<table>
<thead>
<tr>
<th>Data Resource</th>
<th>Evidence from interview</th>
<th>Code</th>
<th>Category</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>121-126 Obviously finding that balance of teaching everyone, but driving, um (pause) um pushing everyone’s targets up so, you might have an um a very clever academic, girl in your class that's very into science, so she understands the science side of it but someone else that’s more practically based that doesn’t necessarily, so you might want to push them. So I think the more you put in the more you will get out, the more the kids will understand.</td>
<td>Pushing everyone/improving and meeting standards/pupils determination to learn</td>
<td>I.S strive for high grades</td>
<td></td>
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<tr>
<td>P1</td>
<td>I think there's the positives; of you can sort of go anywhere your class, as long as you are meet the targets that you have been set or have set yourself, um. You can give them again, like we said earlier a lot more inclusion because it doesn’t have to be if the national curriculum have said golf and tennis for their sports for that session, it doesn’t have to be that it can be, you can go anywhere with it, um and if you’ve got someone in your class that say is an</td>
<td>Meet every child’s needs more easily/meeting standards/standards set by self</td>
<td>Setting own and own standards making own curriculum</td>
<td></td>
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</tbody>
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E - 1
equestrian rider you could maybe go that way
<table>
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<tr>
<th>Data Resource</th>
<th>Evidence from interview</th>
<th>Code</th>
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<th>Theme</th>
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<tr>
<td>P1</td>
<td>. I think it depends what school, I think if you went to another school, or ask another teacher from um a, different not a private school they’d probably give you a different answer to the class one, because they could have anyone and everyone really. I think private schools are very selective in the way that you have to have the money, or work there.</td>
<td>If you have the money then you can go</td>
<td>Selectiveness within pupils</td>
<td>Performativity</td>
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<tr>
<td>P1</td>
<td>everyone has the same kit…. But again because this is a private school they have the money to this equipment, this clothing that actually, then the other girls are allowed to wear the leggings as well</td>
<td>Money for kit and equipment</td>
<td>Opportunity and provision</td>
<td>Performativity/Inclusion</td>
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<tr>
<td>Data Resource</td>
<td>Evidence from interview</td>
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<td>Theme</td>
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<td>P2</td>
<td>Yes we do, because we are in the netball season at the moment we’ve got a netball shooting clinic, we are very fortunate in this school we’ve got a, we have very good regular contact with sports coaches that comes from local areas, surrounding colleges and Cardiff city council, I think they are brought in and fro example at the moment we’ve got a Welsh netball hub player with us which is invaluable for obviously all of the age groups going through the school. Um we went to a netball tournament yesterday and I went along with that teacher and, I’m only getting used to the teams at the moment, but she’s very focused she drags down all her skills from her Welsh um club playing generally is more available to independent schools? P2 – Certainly, certainly… I think for an independent education they do have the ability to draw on coaches and people and buy people in..They have more freedom, they run their own budget within school, where as state schools they do have budge of course, but they’re, for an independent school you can run them and twist them and fine tune them as you want.</td>
<td>Specialist coaches to improve performance</td>
<td>Provision and Opportunity</td>
<td>Performativity</td>
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I think with the fitness we’ve got in the day and are in, I look at children and I think because of the, maybe it’s not always because of this, but I think we are such a computerised and xbox, you know twitter and all those things that, especially with girls. I think they are very very unfit we’ve done the bleep test the last few weeks and I was quite shocked

I think in this school it’s the other side of the coin where money’s not so much of an object and they do have um, things put on and they can afford to go on courses. For example I know I’m running a netball course I think um parents quite often have got to be the people carriers and got to be able to sort lifts out as well as the payment they have got to get children from A to B.....talking about children um, the level of ability from independent schools to um poorer state schools, where children can afford to go to clubs

yes they do well again in the independent sector, more often than not the facilities are

Poor fitness levels effects performance
Willingness of parents/ finance/provision
Parents paying for education/ facilities/finance/opportunity
Opportunity/ Parents pay for education / provision
very good because they pay to come to school and those facilities are put in so they have wonderful sports halls and lovely grounds and fields and facilities.

the men is a Judo expert so he’s taught Judo.... she’s (welsh netball player) a fantastic role model and aren’t we luck to have her here because we pay her to come here

in a state school quite often it’s the numbers and sizes of classes, here the classes are relatively small, But that can be a problem when you’ve got larger class sizes um maybe the children are very mixed ability, here they are set in classes. Not for PE but for other lessons, for PE you can have um you know if you’ve got a very large group say you could have you know 40 odd for a lesson and that’s difficult then especially as the children get older, teenagers, they’re more difficult to cater for sometimes, you know; but not a problem here

you have to take part as a squad and

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<tr>
<th>Specialist coaches</th>
<th>Class size</th>
<th>Specialist coaches/provision</th>
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<tbody>
<tr>
<td>Class size means more likely to have people with more disabilities</td>
<td></td>
<td></td>
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<tr>
<td>Have to look like they are giving everyone a chance but ultimately want to win</td>
<td>Aim to win/ success/ reputation of school</td>
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| E - 6 |
then we’re not saying it’s going to be set in stone. Obviously we want to win our matches, but there will be opportunities for everybody to move up, to have a chance in the team probably not in this school, we don’t see such a wide variety I wouldn’t have thought, as I say we were at a local netball tournament yesterday and even looking at the children that were at that tournament, I realised how our children were quite privileged really being in this school all activities for sports are different aren’t they really so if I think about swimming that’s a difficult one because you have some children who can obviously swim really really well, then children who haven’t been to the pool. In the independent sector most children, you know like, that’s a comment maybe I shouldn’t have made but children can swim and have been to swimming lessons a very very long time, from a very young age
But there are children still I feel in bigger schools that can slip through the net, whereas a school like this, independent education they don't have that chance. But I know they take children off site for certain term to go swimming,

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<td>P3</td>
<td>because the parents pay for their kids to be there, it’s all about the grades it’s all about the grades, it’s all about that so, how can they get them the best at sports, so it doesn't matter how it’s happened, and as long as it looks good whilst it’s happening, that’s the aim, that’s their aim. a parent said that when they turned up to hockey games, they didn't look professional; they weren't doing step by step, so they weren't running around the pitch, they weren't going straight into their drills, without us telling them what to do. So, even.. it’s just all about their looks with them, as well as getting their grades.</td>
<td>Parents are paying for results Parents wants are met/ All about being professional and achieving</td>
<td>Parents paying from education Providing a service for parents/ meeting parents demands</td>
<td>Performativity</td>
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.........as they’re getting the grades, the parents, I don’t think, are really bothered what exactly is happening, as long as that A* is there, or as long as they’re the best in hockey

state schools
teachers aren’t necessarily paid for that so they’re not as willing to run it, whereas in the private schools, they’re paid for it so they’ve got that, kind of, financial boost

money wise, in private schools because obviously, they’ve got the money and they will have facilities, so they will go, they go outside of school

there’s coaches that go into and they have the company that go in, and they use that because that’s special, it’s like specialism in it.

it is down to money at the end of the day with that school because if your parents have money then you’re in the school; they want the best education for their kids, which is fair enough

ones who succeed would be the private school ones because they’ve been, they’ve been treated to do their education well and get good grades;

spoon-feeding them, which I find some people do,

Parents expect more as they are paying for it as opposed to state schools

Facilities are internal or can be accessed externally

Provision of specialist coaches to improve performance

Selective process to entry

Selective process to entry

Pupils attitudes in private schools are better

Spoon fed to ensure that they

Focus on achieving
Obviously in the independent sector the ultimate aim is to achieve the best grades therefore the subjects delivered are specific to reaching those goals….ultimate goal for the school I am at now is to obviously achieve the best results and it's a competitive environment.

quite enthusiastic about PE; however, from experience, I would say that, for a start, independent schools tend to be smaller class size….more of a select class, …but are more focused, more driven, you know, they are there for a reason.

students who don't even want to be at school let alone take part in a PE lesson. You don't get that issue in independent schools; they’re all enthusiastic about being at school. Their parents have provided them with that opportunity for them so it is a different kind of mindset for those individuals but at the same time, a teacher’s mentality should not alter;

pupils from independents schools are from more of a select background, you know, they have been given that
opportunity by their family effectively, through themselves, through their parents

I do feel that in the private sector this is far easier to attain money is there, in the private sector; it targets the higher working class sector of society, as a general statement therefore there is more money at their disposal, the schools do have the funds necessary to provide these opportunities, to bring in external coaches of high quality, to provide Astroturf pitches, athletics tracks, you know. Vast amounts of tennis courts, cricket facilities, top of the range rugby and football pitches, floodlit facilities; all of these things can be used on site in these private schools and this therefore doesn’t restrict the opportunities and any form of learning that can be offered to independent schools, whereas the state schools are restricted.

In the private sector generally, you know, students are given these opportunities therefore they take these opportunities given to them

I think that inclusion in independent school is made easier than it is maybe in state schools, purely on the basis of the key points; facilities available, opportunities to take part in activities, not only in lessons but in extra-curricular

More finance within independent schools therefore more provision and opportunity

Students take opportunities given to them

Inclusion maybe easier as a result of provision and opportunity/ Specialist coaches

More finance within independent schools therefore more provision and opportunity

Students more willing to work hard and take opportunities

Inclusion easier in independent schools/ better provision and opportunity/ Specialist coaches
with external coaches who are specialists in their sports therefore that can enhance the learner.

Independent schools need to keep up reputation

Independent schools need to keep up reputation/ Emphasis on performance

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<th>Category</th>
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<td>P5</td>
<td>they cover so many different sports it’s quite amazing really, I mean, I’ve just been out with rowers this afternoon… on the river we’ve been free to choose the parts that have been considered the best. state schools is shorter, so to fit in activities such as rowing or kayaking or anything, maybe climbing or anything like that, has to be done after school. So then you are very reliant upon the willingness to teachers to take them. that generally you’ve got smaller groups of children so a teacher is not faced with this massive group of young people and so having</td>
<td>Equipment and accessibility Chose parts of the NC which are the best Teachers willingness and the school day is shorted Provision/ Class size smaller therefore less</td>
<td>Provision and opportunity Privilege Teachers willingness and responsibilities/ length of day</td>
<td>Performativity</td>
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one or two children who perhaps need to approach something in a different way, isn’t such an obstacle. I know from my experience being in the state school, one class I had for example was 38 year three’s and I had 1 TA with me, So I think in independent schools issues and difficulties of any nature or, to include children is an easier thing to do because of the numbers that you’ve got and I mean most of our class, even the younger classes you know they come with at least one TA if not two, and you’ve got maybe 20 children. So even if you’ve got, one of them had a difficulty you’ve got somebody who can sort of, oversee that child and help them access what you are doing, whilst you are also working with the others, um. So a lot of it is to do with the numbers that you are dealing with you know, state schools have huge numbers of children and I think it’s, although it’s not the right thing to do, it’s easier for them to be left out. given a different option because; oh it’s too difficult to get them in here. You know because to plan and organise for lessons on a regular basis is so time consuming, if you are not only having to plan for that 36, but you are having to plan a separate lesson for that person I think that in the independent schools, the job is actually easier, and my view of independent schools, I don’t know if it matches others, but here I feel I am providing more of a service. People pay to come here; people pay a lot of money to come here, so therefore I feel it is important that every single one of those children who is paying the same amount to come here, should be able to access what is on offer here, and that’s important, yeah.

Another point for you if you need it...The nature of a lot of independent schools means that they are more exclusive due to the financial barriers as few students

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<th>chance of special needs</th>
<th>class size/</th>
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<td>Willingness of teachers/ time for planning/ more support eg. TA’s</td>
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<tr>
<td>Selectiveness/ pay to go/ less diversity</td>
<td>Privileged/ Selectiveness</td>
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get free private education and also although they don't/can’t state that they are not inclusive, if they are approached by a family who’s child is not suitable in any way for their school, they can reject their application and this will obviously have a knock on effect in a P.E Department. I’ve seen it in all of the independent schools I’ve been in although there is a fine line between getting children in and therefore having full fees or turning them away.

, it’s easier in terms of like, we have the buses to transport the kids but we still don’t have a swimming pool so we still have to go and travel to the swimming pool which takes a lot of time, umm, but other than that it’s pretty easy, yeah! We’ve just got to book a bus and we’ve got the kids there, where we want them and when we want them there

in some schools its obviously you’ve got to include those with disabilities but we don’t tend to have that as much at school.

classes are so small in this school at the moment, then everyone knows everyone and they’re friends

where I am working now it tends to have people of a higher class because

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<th>Accessibility of facilities</th>
<th>Access and opportunity</th>
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<td>As a result of being selective they don’t have obvious people to include</td>
<td>Selective/ Limited amount of variation between students</td>
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<tr>
<td>Small class sizes</td>
<td>Small class size</td>
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<tr>
<td>High class peoples paying for education/ Selective/ Similar</td>
<td>Selective/ Pupils from similar backgrounds</td>
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obviously they’re paying to come to the school but then because it is not a school where it is means tested to get into the school, like, as long as you have the money, anyone can go so you’ve still got people coming from a variety of backgrounds because you’ve got some people coming where parents are working every hour to send their child to that school and some where it is easy; where they can just send five children to the school....., some independent schools you have to meet a certain academic criteria to enter the school umm, or a certain sporting level......large numbers of children with dyslexia, for example and they’re still, obviously, able to come to the school whereas they might not get into other independent schools because they might not meet the academic requirements to actually get accepted.