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Physical Education: A Picture of Health?
The Implementation of Health-Related Exercise in the
National Curriculum in Secondary Schools in England

by

Jo Harris

Submitted in partial fulfilment of the requirements
for the award of

A Doctoral Thesis of Loughborough University

October 1997

VOL II

APPENDICES

Appendix A: Letters to Schools

16th November 1992

(0509) 223250

Dear Headteacher,

I am a lecturer on the PGCE teacher training course here at Loughborough and am conducting a local survey on selected aspects of Physical Education within the National Curriculum at key stages 3 and 4 and beyond. It would be much appreciated if you would allow your Head of Physical Education to complete the enclosed questionnaire and to return it directly to me via the PGCE PE students that are currently on teaching practice at your school.

I appreciate the demands on teachers' time in the current educational climate and I hope that your school will be able to assist in this valuable research project. The questionnaire is fairly straightforward and mostly requires simple responses involving circling or ticking appropriate numbers and boxes.

All information is given in confidence. The research results will not identify the source of information from any particular department or school. A summary of the results of the study will be made available to schools on request.

I thank you in anticipation of your co-operation and I look forward to hearing from your school soon. It would be most helpful if completed questionnaires could be returned to me by Tuesday 1st December 1992.

If you are willing for your school to be involved, please pass the enclosed questionnaire to your Head of Physical Education. If you are not willing to be involved, I would appreciate the questionnaire being returned to me via the PGCE PE students. If you have any questions relating to the survey, please feel free to contact me directly.

Yours sincerely,

Jo Harris

Lecturer in Physical Education

16th November 1992

(0509) 223250

Dear Head of Physical Education,

I am a lecturer on the PGCE teacher training course here at Loughborough and am conducting a local survey on selected aspects of Physical Education within the National Curriculum at key stages 3 and 4 and beyond. It would be much appreciated if you would complete the enclosed questionnaire and return it directly to me via the PGCE PE students that are currently on teaching practice at your school.

I appreciate the demands on your time in the current educational climate and I hope that you will be able to assist in this valuable research project. The questionnaire is fairly straightforward and mostly requires simple responses involving circling or ticking appropriate numbers and boxes.

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I thank you in anticipation of your co-operation and I look forward to hearing from you soon. It would be most helpful if completed questionnaires could be returned to me via the PGCE PE students by Tuesday 1st December 1992.

If you are unable to complete the questionnaire by this date, please return it to me via the PGCE PE students. If you have any questions about the survey, please feel free to contact me directly.

Thank you for your co-operation,

Yours sincerely,

Jo Harris

Lecturer in Physical Education

26th February 1993

(0509) 223250

Dear Headteacher,

I am conducting a National Survey on selected aspects of Physical Education within the National Curriculum at key stages 3 and 4 and beyond. The name of your school has been selected from a national random sample. It would be much appreciated if you would allow your Head of Physical Education to complete the enclosed questionnaire and to return it directly to me in the enclosed self-addressed freepost envelope.

I appreciate the demands on teachers' time in the current educational climate and I hope that your school will be able to assist in this valuable research project. The questionnaire is fairly straightforward and mostly requires simple responses involving circling or ticking appropriate numbers and boxes.

There is no requirement to write any name and address on the questionnaire and all information is given in confidence. The research results will not identify the source of information from any particular department or school. A summary of the results of the study will be made available to schools on request.

I thank you in anticipation of your co-operation and I look forward to hearing from your school soon. It would be most helpful if completed questionnaires could be returned to me by Thursday 1st April 1993.

If you are willing for your school to be involved, please pass the enclosed questionnaire to your Head of Physical Education. If you are not willing to be involved, I would appreciate the questionnaire being returned to me in the enclosed self-addressed freepost envelope. If you have any questions relating to the survey, please feel free to contact me directly.

Yours sincerely,

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Lecturer in Physical Education

26th February 1993

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I appreciate the demands on your time in the current educational climate and I hope that you will be able to assist in this valuable research project. The questionnaire is fairly straightforward and mostly requires simple responses involving circling or ticking appropriate numbers and boxes.

There is no requirement to write your name and address on the questionnaire and all information is given in confidence. The research results will not identify the source of information from any particular department or school. The coding number on the questionnaire itself is necessary for validation purposes in order to provide information about the questionnaire distribution in different parts of the country. A summary of the results of the study will be made available to schools on request.

I thank you in anticipation of your co-operation and I look forward to hearing from you soon. It would be most helpful if completed questionnaires could be returned to me by Thursday 1st April 1993.

If you are unable to complete the questionnaire by this date, please return it to me in the self-addressed freepost envelope (even if only partially completed). If you have any questions about the survey, please feel free to contact me directly.

Thank you for your co-operation,

Yours sincerely,

Jo Harris

Lecturer in Physical Education

17th April 1993

(0509) 223250

Dear Head of Physical Education,

I sent a letter and questionnaire to your school in early March 1993 as part of a National Survey on selected aspects of Physical Education within the National Curriculum at key stages 3 and 4 and beyond. The name of your school was selected from a national random sample.

As I have not yet received the questionnaire from your school (completed or otherwise), I am enclosing a second one in the hope that you may be able to contribute to the survey by completing the enclosed questionnaire and returning it to me in the self-addressed freepost envelope. It is important that the survey response rate is maximised in order for the survey results to be considered representative of all the secondary schools in the country.

I appreciate the demands on your time in the current educational climate and I hope that you will be able to assist in this valuable research project. The questionnaire is fairly straightforward and mostly requires simple responses involving circling or ticking appropriate numbers and boxes.

There is no requirement to write your name and address on the questionnaire and all information is given in confidence. The research results will not identify the source of information from any particular department or school. The coding number on the questionnaire itself is necessary for validation purposes in order to provide information about the questionnaire distribution in different parts of the country. A summary of the results of the study will be made available to schools on request.

I thank you in anticipation of your co-operation and I look forward to hearing from you soon. It would be most helpful if completed questionnaires could be returned to me by Saturday 1st May 1993.

If you are unable to complete the questionnaire by this date, please return it to me in the self-addressed freepost envelope (even if only partially completed). If you have any questions about the survey, please feel free to contact me directly.

Thank you for your co-operation,

Yours sincerely,

Jo Harris

Lecturer in Physical Education

24th September 1993

(0509) 223250

Dear Headteacher,

I am conducting a National Survey on selected aspects of Physical Education within the National Curriculum at key stages 3 and 4 and beyond. The name of your school has been selected from a national random sample. It would be much appreciated if you would allow your Head of Physical Education to complete the enclosed questionnaire and to return it directly to me in the enclosed self-addressed freepost envelope.

I appreciate the demands on teachers' time in the current educational climate and I hope that your school will be able to assist in this valuable research project. The questionnaire is fairly straightforward and mostly requires simple responses involving circling or ticking appropriate numbers and boxes.

There is no requirement to write any name and address on the questionnaire and all information is given in confidence. The research results will not identify the source of information from any particular department or school. A summary of the results of the study will be made available to schools on request.

I thank you in anticipation of your co-operation and I look forward to hearing from your school soon. It would be most helpful if completed questionnaires could be returned to me by Monday 1st November 1993.

If you are willing for your school to be involved, please pass the enclosed questionnaire to your Head of Physical Education. If you are not willing to be involved, I would appreciate the questionnaire being returned to me in the enclosed self-addressed freepost envelope. If you have any questions relating to the survey, please feel free to contact me directly.

Yours sincerely,

Jo Harris

Lecturer in Physical Education

24th September 1993

(0509) 223250

Dear Head of Physical Education,

I am conducting a National Survey on selected aspects of Physical Education within the National Curriculum at key stages 3 and 4 and beyond. The name of your school has been selected from a national random sample. It would be much appreciated if you could contribute to the survey by completing the enclosed questionnaire and returning it to me in the self-addressed freepost envelope.

I appreciate the demands on your time in the current educational climate and I hope that you will be able to assist in this valuable research project. The questionnaire is fairly straightforward and mostly requires simple responses involving circling or ticking appropriate numbers and boxes.

There is no requirement to write your name and address on the questionnaire and all information is given in confidence. The research results will not identify the source of information from any particular department or school. The coding number on the questionnaire itself is necessary for validation purposes in order to provide information about the questionnaire distribution in different parts of the country. A summary of the results of the study will be made available to schools on request.

I thank you in anticipation of your co-operation and I look forward to hearing from you soon. It would be most helpful if completed questionnaires could be returned to me by Monday 1st November 1993.

If you are unable to complete the questionnaire by this date, please return it to me in the self-addressed freepost envelope (even if only partially completed). If you have any questions about the survey, please feel free to contact me directly.

Thank you for your co-operation,

Yours sincerely,

Jo Harris

Lecturer in Physical Education

12th November 1993

(0509) 223250

Dear Head of Physical Education,

I sent a letter and questionnaire to your school towards the end of September 1993 as part of a National Survey on selected aspects of Physical Education within the National Curriculum at key stages 3 and 4 and beyond. The name of your school was selected from a national random sample.

As I have not yet received the questionnaire from your school (completed or otherwise), I am enclosing a second one in the hope that you may be able to contribute to the survey by completing the enclosed questionnaire and returning it to me in the self-addressed freepost envelope. It is important that the survey response rate is maximised in order for the survey results to be considered representative of all the secondary schools in the country.

I appreciate the demands on your time in the current educational climate and I hope that you will be able to assist in this valuable research project. The questionnaire is fairly straightforward and mostly requires simple responses involving circling or ticking appropriate numbers and boxes.

There is no requirement to write your name and address on the questionnaire and all information is given in confidence. The research results will not identify the source of information from any particular department or school. The coding number on the questionnaire itself is necessary for validation purposes in order to provide information about the questionnaire distribution in different parts of the country. A summary of the results of the study will be made available to schools on request.

I thank you in anticipation of your co-operation and I look forward to hearing from you soon. It would be most helpful if completed questionnaires could be returned to me by Monday 6th December 1993.

If you are unable to complete the questionnaire by this date, please return it to me in the self-addressed freepost envelope (even if only partially completed). If you have any questions about the survey, please feel free to contact me directly.

Thank you for your co-operation,

Yours sincerely,

Jo Harris

Lecturer in Physical Education

9/6/95

(01509) 223250

Dear Headteacher,

I am involved in ongoing research focusing on the implementation of aspects of the National Curriculum for Physical Education in secondary schools. To date, the research has involved a large national survey (conducted towards the end of 1993), to which your Head of Physical Education kindly contributed by completing a questionnaire. The next phase of the research involves pursuing issues arising from the questionnaire survey through visits to PE departments in a small number of schools. Direct discussions with PE teachers are considered essential in order to gain a thorough and accurate understanding of issues associated with the National Curriculum for Physical Education.

I am writing to you in the hope that you will be willing for your school to be amongst those visited. Obviously any visits would be subject to the agreement of the staff concerned and would be arranged at a time to suit them. I should stress that the desire is to explore and understand opportunities, challenges and difficulties associated with implementation of aspects of the National Curriculum for Physical Education, and it is therefore hoped that the research will not be regarded as in any way threatening or as resembling an inspection. I can assure you that the information provided will be treated as confidential and that schools and individuals will not be named in any written documentation.

If you are willing for your school to be involved, I would be grateful if you would please pass the enclosed letter to your Head of Physical Education. If you are not happy for your school to be involved, please return this communication in the enclosed stamped addressed envelope. I look forward to hearing from your school in due course. Thank you in anticipation.

Yours sincerely,

Jo Harris
Lecturer in Physical Education

9/6/95

(01509) 223250

Dear Head of Physical Education,

I am involved in ongoing research focusing on the implementation of aspects of the National Curriculum for Physical Education in secondary schools. To date, the research has involved a large national survey (conducted towards the end of 1993), to which you kindly contributed by completing a questionnaire. The next phase of the research involves pursuing issues arising from the questionnaire survey through visits to PE departments in a small number of schools. Direct discussions with PE teachers are considered essential in order to gain a thorough and accurate understanding of issues associated with the National Curriculum for Physical Education.

I am writing in the hope that you and your PE colleagues would be willing for your department to be amongst those visited. Any visits would be arranged at a time to suit yourself and your colleagues, and would involve informal discussions over two days. I should stress that the desire is to explore and understand opportunities, challenges and difficulties associated with implementation of aspects of the National Curriculum for Physical Education, and it is therefore hoped that the research will not be regarded as in any way threatening or as resembling an inspection. I can assure you that the information provided will be treated as confidential and that schools and individuals will not be named in any written documentation.

As I am keen to visit your school this term, I would be grateful if you would consider being involved in this stage of the research programme, even if there have been some changes of staff or policy since the questionnaire was completed about 18 months ago. If you would like to know more about the research, please do not hesitate to contact me. If you are willing for your department to be involved, could you please respond using the enclosed stamped addressed envelope. I look forward to hearing from you. Thank you in anticipation.

Yours sincerely,

Jo Harris
Lecturer in Physical Education

27/6/95

(01509) 223250

Dear Headteacher,

I am involved in ongoing research focusing on the implementation of aspects of the National Curriculum for Physical Education in secondary schools. To date, the research has involved a large national survey (conducted towards the end of 1993), to which your Head of Physical Education kindly contributed by completing a questionnaire. The next phase of the research involves pursuing issues arising from the questionnaire survey through visits to PE departments in a small number of schools. Direct discussions with PE teachers are considered essential in order to gain a thorough and accurate understanding of issues associated with the National Curriculum for Physical Education.

I am writing to you in the hope that you will be willing for your school to be amongst those visited. Obviously any visits would be subject to the agreement of the staff concerned and would be arranged at a time to suit them. I should stress that the desire is to explore and understand opportunities, challenges and difficulties associated with implementation of aspects of the National Curriculum for Physical Education, and it is therefore hoped that the research will not be regarded as in any way threatening or as resembling an inspection. I can assure you that the information provided will be treated as confidential and that schools and individuals will not be named in any written documentation.

If you are willing for your school to be involved, I would be grateful if you would please pass the enclosed letter to your Head of Physical Education. If you are not happy for your school to be involved, please return this communication in the enclosed stamped addressed envelope. I look forward to hearing from your school within the next week. Thank you in anticipation.

Yours sincerely,

Jo Harris
Lecturer in Physical Education

27/6/95

(01509) 223250

Dear Head of Physical Education,

I am involved in ongoing research focusing on the implementation of aspects of the National Curriculum for Physical Education in secondary schools. To date, the research has involved a large national survey (conducted towards the end of 1993), to which you kindly contributed by completing a questionnaire. The next phase of the research involves pursuing issues arising from the questionnaire survey through visits to PE departments in a small number of schools. Direct discussions with PE teachers are considered essential in order to gain a thorough and accurate understanding of issues associated with the National Curriculum for Physical Education.

I am writing in the hope that you and your PE colleagues would be willing for your department to be amongst those visited. Any visits would be arranged at a time to suit yourself and your colleagues, and would involve informal discussions over two days. I should stress that the desire is to explore and understand opportunities, challenges and difficulties associated with implementation of aspects of the National Curriculum for Physical Education, and it is therefore hoped that the research will not be regarded as in any way threatening or as resembling an inspection. I can assure you that the information provided will be treated as confidential and that schools and individuals will not be named in any written documentation.

As I am keen to visit your school this Summer term (and appreciate that there are only about 3 school weeks left), I would be grateful if you would consider being involved in this stage of the research programme, even if there have been some changes of staff or policy since the questionnaire was completed about 18 months ago. If you would like to know more about the research, please do not hesitate to contact me on 01509-223250 or 01509-412493.

If you are willing for your department to be involved, could you please respond using the enclosed stamped addressed envelope, stating 2 days in July (preferably consecutive, but not necessarily so) when it would be possible for me to visit the school and talk to yourself and, hopefully, other PE staff during any free time that you might be able to make available to me. I look forward to hearing from you within the next week. Thank you in anticipation.

Yours sincerely,

Jo Harris
Lecturer in Physical Education

SECONDARY SCHOOL QUESTIONNAIRE

SECTION A

GENERAL INFORMATION ABOUT THE SCHOOL

1. **TYPE OF SCHOOL**
(please circle **one** number only)

State comprehensive	1
State grammar	2
Independent	3
Other (please specify)	4

2. **FUNDING**
(please circle **one** number only)

LMS	1
Grant maintained	2
Other (please specify)	3

3. **AGE RANGE**
(please circle **one** number only)

11-14 years	1
11-16 years	2
11-18 years	3
Other (please specify)	4

4. **GENDER**
(please circle **one** number only)

All boys school	1
All girls school	2
Mixed sex school	3
Other (please specify)	4

5. **TOTAL NUMBER OF PUPILS IN THE SCHOOL** (please circle **one** number only)

100-199	01	700-799	07
200-299	02	800-899	08
300-399	03	900-999	09
400-499	04	1000-1099	10
500-599	05	1100-1199	11
600-699	06	1200+	12

6. **NUMBER OF TEACHING STAFF IN THE SCHOOL**
(please write numbers in the boxes provided)

eg. 35 staff =

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	Total	Male	Female									
No. of full-time teaching staff in whole school	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>				<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>				<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>			
No. of part-time teaching staff in whole school	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>				<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>				<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>			

7. **TIMETABLE CYCLE** (please circle **one** number only)

Does your school run a:	5 day timetable cycle	1
	10 day timetable cycle	2
	Other (please specify)	3

8. **TIMETABLE DETAILS** (please write numbers in the boxes provided)

Total number of periods per day	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>				
Total number of periods per week	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>				
Are all timetabled periods the same length of time? (please circle one number only)					
	<table style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 40px; text-align: center;">YES</td> <td style="width: 40px; text-align: center;">NO</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </table>	YES	NO	1	2
YES	NO				
1	2				
Total number of minutes per period (if the periods are different lengths please state the most common time in minutes)	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> minutes				
Length of lunch break in minutes	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> minutes				

SECONDARY SCHOOL PHYSICAL EDUCATION

SECTION B

GENERAL INFORMATION ABOUT THE P.E. DEPARTMENT

1. **DEPARTMENT/FACULTY STRUCTURE**
(please circle **one** number only for each question)

	YES	NO
Is Physical Education in a separate department ?	1	2
Is Physical Education a separate faculty by itself?	1	2
Is Physical Education integrated with other subject areas in a faculty?	1	2

What is the name of the faculty? (please circle **one** number only)

Physical Education	1
Physical Education and Dance	2
Physical Education and Recreation	3
Expressive Arts	4
Other (please specify)	5

What other subject areas (if any) are in the faculty?
(please tick as many boxes as are appropriate)

Dance	<input type="checkbox"/>
Drama	<input type="checkbox"/>
Music	<input type="checkbox"/>
Art	<input type="checkbox"/>
Other(s) (please specify)	<input type="checkbox"/>

Does the Physical Education Department have one overall Head of Department? (please circle one number only)	YES 1	NO 2
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Does the Physical Education Department have a separate Head of Girls' P.E. and a separate Head of Boys' P.E.? (please circle one number only)	YES 1	NO 2
---	-----------------	----------------

2. **PHYSICAL EDUCATION STAFF** (please write numbers in the boxes provided)

	Total	Male	Female
Number of full-time specialist P.E. staff	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number of part-time specialist P.E. staff	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number of non-specialist staff who teach P.E.	<input type="text"/>	<input type="text"/>	<input type="text"/>

02

Please provide information in the table below about the **FULL-TIME SPECIALIST P.E. STAFF**. Please note that it is not necessary to state the actual names of individual staff.

S	Gender 1 = male 2 = female	Age Category 1 = 21-30 yrs 2 = 31-40 yrs 3 = 41-50 yrs 4 = 51-60yrs 5 = 60+ yrs	Teaching Grade 1 = Standard 2 = Grade A 3 = Grade B 4 = Grade C 5 = Grade D 6 = Grade E +	Responsibilities within the department 1 = HOD 2 = i/c exam courses 3 = i/c extra-curricular 4 = i/c community links 5 = i/c primary liaison 6 = other (specify)	Number of periods P.E. taught per week	Other subjects taught 1=Science 2=Health 3=P.S.E 4=Geog. 5=other (specify)
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

3. ADDITIONAL EXPERTISE FROM OUTSIDE THE SCHOOL

Do any sports coaches or people with particular expertise from outside the school teach any Physical Education

lessons within the curriculum? (please circle **one** number only)

YES NO
1 2

If yes, which year groups are involved? (please tick as many boxes as are appropriate)

Year 7 Year 8 Year 9 Year 10 Year 11 Year 12 Year 13
☐ ☐ ☐ ☐ ☐ ☐ ☐

And which activity areas are involved? (please tick as many boxes as are appropriate)

Athletics Dance Games Gymnastics Outdoor Ed. Swimming Health+ Fitness Other
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

4. FACILITIES

What are the facilities available for Physical Education in your school?
(please circle **one** number only for each facility)

INDOOR	On site	Off site	Not Applicable
School Hall	1	2	3
Gymnasium	1	2	3
Swimming Pool	1	2	3
Sports Hall	1	2	3
Dance Studio	1	2	3
Fitness Centre	1	2	3
Squash Courts	1	2	3
Other (please specify)			
_____	1	2	
_____	1	2	

OUTDOOR	On site	Off site	Not Applicable
Hard Play Area (tarmac)	1	2	3
Hard Play Area (redgra/sportsturf)	1	2	3
Playing Fields	1	2	3
Swimming Pool	1	2	3
Other (please specify)			
_____	1	2	
_____	1	2	

Please indicate whether you consider your facilities to be adequate

03

or inadequate (in terms of size and maintenance).

	SIZE OF AREA		MAINTENANCE OF AREA	
	Adequate	Inadequate	Adequate	Inadequate
INDOOR FACILITIES	1	2	1	2
OUTDOOR FACILITIES (hard surfaces)	1	2	1	2
OUTDOOR FACILITIES (playing fields)	1	2	1	2

Are any of your facilities used by the public
during the school day? (please circle **one** number only)

YES NO
1 2

Are any of your facilities used by the public
before/after school, at lunchtimes, in the evenings or at weekends?
(please circle **one** number only)

YES NO
1 2

5. **CAPITATION** (please note that **confidentiality** is assured)

How much money is available to spend

on Physical Education this year (1992/93)?

£

--	--	--	--	--

Is this the same amount as last year (1991/92)?
(please circle **one** number only)

YES NO
1 2

If no, has this year's amount increased or decreased
from last year? (please circle **one** number only)

Increased Decreased
1 2

What are you expected to pay for out of your Physical Education capitation?
(please tick as many boxes as are appropriate)

- | | | | |
|--------------------|--------------------------|------------------------|--------------------------|
| Texts (for staff) | <input type="checkbox"/> | Photocopying | <input type="checkbox"/> |
| Texts (for pupils) | <input type="checkbox"/> | Transport | <input type="checkbox"/> |
| Inset | <input type="checkbox"/> | Kit | <input type="checkbox"/> |
| Small equipment | <input type="checkbox"/> | Dept. telephone | <input type="checkbox"/> |
| Large equipment | <input type="checkbox"/> | Other | <input type="checkbox"/> |
| Affiliation fees | <input type="checkbox"/> | (please specify below) | |

Please comment on how adequately you feel your department's needs are met by the capitation total (please circle **one** number only)

- | | |
|---------------------|----------|
| Totally inadequate | 1 |
| Inadequate | 2 |
| Just about adequate | 3 |
| Very adequate | 4 |

Are there any other sources of income available	YES	NO
to the department? (please circle one number only)	1	2

If yes, please indicate the source(s) of income
(please tick as many boxes as are appropriate)

- | | |
|------------------------|--------------------------|
| PTA | <input type="checkbox"/> |
| Fund raising | <input type="checkbox"/> |
| Special fund | <input type="checkbox"/> |
| Other (please specify) | <input type="checkbox"/> |

1. **TIMETABLE**

How many periods of Physical Education and how much total P.E. time does each year group have per week? (please write the number of periods and the minutes per week in the boxes below; **please note that a double lesson counts as two periods**).

	Number of periods of P.E. per week (NB. 1 double lesson = 2 periods)	Total number of minutes of P.E. per week
Year 7	<div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
Year 8	<div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
Year 9	<div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
Year 10	<div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
Year 11	<div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
Year 12	<div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
Year 13	<div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>

	YES	NO
Is Physical Education compulsory for years 12 pupils? (please circle one number only)	1	2
Is Physical Education compulsory for years 13 pupils? (please circle one number only)	1	2

Within each year group, do all pupils receive the same amount of time on Physical Education per week?
eg. in year 7, does every pupil in that year get the same amount of PE?
(please circle **one** number only for each year group)

	YES	NO
Year 7	1	2
Year 8	1	2
Year 9	1	2
Year 10	1	2
Year 11	1	2
Year 12	1	2
Year 13	1	2

For Years 7, 8 and 9, please indicate how the teaching groups come to you for Physical Education (please circle **one** number only)

Mixed ability tutor groups	1
Streamed/set groups	2
Other (please specify)	3

Which year groups, if any, are taught by non-specialists?
(please tick as many boxes as are appropriate)

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which activity areas, if any, are taught by non-specialists? (please tick as many boxes as are appropriate)

Athletics	Dance	Games	Gymnastics	Outdoor Ed.	Swimming	Health+ Fitness	Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. HEALTH RELATED EXERCISE

How is Health Related Exercise taught?
(please circle **one** number only on each line)

	YES	NO
Currently in an unstructured manner	1	2
ONLY in <u>separate</u> blocks of work	1	2
ONLY through the other P.E. activities	1	2
Through a <u>combination</u> of blocks of work <u>and</u> the other P.E. activities	1	2
Partly in PE and partly in another area of the curriculum	1	2
Totally within another area eg. PSE, lifeskills, health education (please specify below)	1	2

If Health Related Exercise is taught in separate blocks of work:

a) what name(s) do you give to the blocks of work?
(please tick as many of the boxes as are appropriate)

Health Related Fitness	<input type="checkbox"/>
Health Related Exercise	<input type="checkbox"/>
Health and Fitness	<input type="checkbox"/>
Fitness for Life	<input type="checkbox"/>
Fitness	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>

b) which year groups are taught in blocks of work, how long are these blocks of work in periods over the whole school year, and how long is each period in minutes? (please note that a double lesson is two periods)

	Year 7	Year 8	Year 9	Year 10	Year 11
Length of blocks of work (in PERIODS over the school year)	<div style="border: 1px solid black; width: 60px; height: 20px; position: relative;"><div style="position: absolute; left: 10px; top: 5px;"> </div><div style="position: absolute; left: 40px; top: 5px;"> </div></div>	<div style="border: 1px solid black; width: 60px; height: 20px; position: relative;"><div style="position: absolute; left: 10px; top: 5px;"> </div><div style="position: absolute; left: 40px; top: 5px;"> </div></div>	<div style="border: 1px solid black; width: 60px; height: 20px; position: relative;"><div style="position: absolute; left: 10px; top: 5px;"> </div><div style="position: absolute; left: 40px; top: 5px;"> </div></div>	<div style="border: 1px solid black; width: 60px; height: 20px; position: relative;"><div style="position: absolute; left: 10px; top: 5px;"> </div><div style="position: absolute; left: 40px; top: 5px;"> </div></div>	<div style="border: 1px solid black; width: 60px; height: 20px; position: relative;"><div style="position: absolute; left: 10px; top: 5px;"> </div><div style="position: absolute; left: 40px; top: 5px;"> </div></div>
Length of each period (in MINUTES)	<div style="border: 1px solid black; width: 90px; height: 20px; position: relative;"><div style="position: absolute; left: 10px; top: 5px;"> </div><div style="position: absolute; left: 40px; top: 5px;"> </div><div style="position: absolute; left: 70px; top: 5px;"> </div></div>	<div style="border: 1px solid black; width: 90px; height: 20px; position: relative;"><div style="position: absolute; left: 10px; top: 5px;"> </div><div style="position: absolute; left: 40px; top: 5px;"> </div><div style="position: absolute; left: 70px; top: 5px;"> </div></div>	<div style="border: 1px solid black; width: 90px; height: 20px; position: relative;"><div style="position: absolute; left: 10px; top: 5px;"> </div><div style="position: absolute; left: 40px; top: 5px;"> </div><div style="position: absolute; left: 70px; top: 5px;"> </div></div>	<div style="border: 1px solid black; width: 90px; height: 20px; position: relative;"><div style="position: absolute; left: 10px; top: 5px;"> </div><div style="position: absolute; left: 40px; top: 5px;"> </div><div style="position: absolute; left: 70px; top: 5px;"> </div></div>	<div style="border: 1px solid black; width: 90px; height: 20px; position: relative;"><div style="position: absolute; left: 10px; top: 5px;"> </div><div style="position: absolute; left: 40px; top: 5px;"> </div><div style="position: absolute; left: 70px; top: 5px;"> </div></div>

Do your staff use any of the following texts to assist in the teaching of Health Related Exercise? (please tick as many of the following boxes as are appropriate)

- | | |
|---|--------------------------|
| Fitness for Life by Charles Corbin | <input type="checkbox"/> |
| HEA Health and Physical Education Newsletters | <input type="checkbox"/> |
| Action for Heart Health | <input type="checkbox"/> |
| Activity Ideas for Heart Health | <input type="checkbox"/> |
| Further Activity Ideas for Heart Health | <input type="checkbox"/> |
| Warming Up and Cooling Down | <input type="checkbox"/> |
| Other(s) (please specify) | <input type="checkbox"/> |

ORGANISED EVENTS

Have any events been organised in your school over the past 12 months which have involved the promotion of healthy exercise (eg. a sponsored event, health evening)? (please circle **one** number only)

YES	NO
1	2

3. LESSON CONTENT

The following pages (12-16) request information about the specific activities taught to each year group (Year 7 through to Year 11). An example sheet is included on the next page.

EXAMPLE

EXAMPLE

PHYSICAL EDUCATION LESSON DETAILS: YEAR 7

- PLEASE SPECIFY: (a) the activities you teach to year 7 pupils in each term (please refer to ACTIVITY KEY at the bottom of the page)
 (b) the total number of periods that a year 7 pupil spends on each activity per term
 (please note that a double lesson counts as 2 periods) and the length of each timetabled period in minutes
 (c) whether the teaching groups are all boys, all girls or mixed (Key: Boys = 1, Girls = 2, Mixed = 3)

AUTUMN TERM				SPRING TERM				SUMMER TERM			
CURRICULUM ACTIVITY (please refer to KEY below)	Gender: Boys= 1 Girls= 2 Mixed=3	Total number of periods this term	Length of each period in minutes	CURRICULUM ACTIVITY (please refer to KEY below)	Gender: Boys= 1 Girls= 2 Mixed=3	Total number of periods this term	Length of each period in minutes	CURRICULUM ACTIVITY (please refer to KEY below)	Gender: Boys= 1 Girls= 2 Mixed=3	Total number of periods this term	Length of each period in minutes
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ACTIVITY KEY: (please write the appropriate number in the Curriculum Activity box above)

Aerobics/Keep Fit→	01	Cross Country→	07	Netball→	13	Squash→	19	Other→	25
Athletics→	02	Dance→	08	Outdoor Education→	14	Swimming→	20	(please specify	
Badminton→	03	Games Foundation→	09	Rounders→	15	Tennis/Short Tennis→	21	next to the box	
Basketball→	04	Gymnastics→	10	Rugby→	16	Trampolining→	22	above)	
Circuit Training→	05	Health Related Exercise→	11	Soccer/Football→	17	Volleyball→	23		
Cricket→	06	Hockey→	12	Softball/Stoolball→	18	Weight Training→	24		

PHYSICAL EDUCATION LESSON DETAILS: YEAR 7

PLEASE SPECIFY: (a) the activities you teach to year 7 pupils in each term (please refer to ACTIVITY KEY at the bottom of the page)
(b) the total number of periods that a year 7 pupil spends on each activity per term
(please note that a double lesson counts as 2 periods) and the length of each timetabled period in minutes
(c) whether the teaching groups are all boys, all girls or mixed (Key: Boys = 1, Girls = 2, Mixed = 3)

AUTUMN TERM				SPRING TERM				SUMMER TERM			
CURRICULUM ACTIVITY	Gender: Boys= 1 Girls= 2 Mixed=3	Total number of periods this term	Length of each period in minutes	CURRICULUM ACTIVITY	Gender: Boys= 1 Girls= 2 Mixed=3	Total number of periods this term	Length of each period in minutes	CURRICULUM ACTIVITY	Gender: Boys= 1 Girls= 2 Mixed=3	Total number of periods this term	Length of each period in minutes

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ACTIVITY KEY: (please write the appropriate number in the Curriculum Activity box above)

Aerobics/Keep Fit→	01	Cross Country→	07	Netball→	13	Squash→	19	Other→	25
Athletics→	02	Dance→	08	Outdoor Education→	14	Swimming→	20	(please specify	
Badminton→	03	Games Foundation→	09	Rounders→	15	Tennis/Short Tennis→	21	next to the box	
Basketball→	04	Gymnastics→	10	Rugby→	16	Trampolining→	22	above)	
Circuit Training→	05	Health Related Exercise→	11	Soccer/Football→	17	Volleyball→	23		
Cricket→	06	Hockey→	12	Softball/Stoolball→	18	Weight Training→	24		

PHYSICAL EDUCATION LESSON DETAILS: YEAR 8

- PLEASE SPECIFY: (a) the activities you teach to year 8 pupils in each term (please refer to ACTIVITY KEY at the bottom of the page)
 (b) the total number of periods that a year 8 pupil spends on each activity per term
 (please note that a double lesson counts as 2 periods) and the length of each timetabled period in minutes
 (c) whether the teaching groups are all boys, all girls or mixed (Key: Boys = 1, Girls = 2, Mixed = 3)

AUTUMN TERM				SPRING TERM				SUMMER TERM			
CURRICULUM ACTIVITY (please refer to KEY below)	Gender: Boys= 1 Girls= 2 Mixed=3	Total number of periods this term	Length of each period in minutes	CURRICULUM ACTIVITY (please refer to KEY below)	Gender: Boys= 1 Girls= 2 Mixed=3	Total number of periods this term	Length of each period in minutes	CURRICULUM ACTIVITY (please refer to KEY below)	Gender: Boys= 1 Girls= 2 Mixed=3	Total number of periods this term	Length of each period in minutes
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<div><div></div><div></div></div>	<div></div>	<div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div></div>	<div></div>	<div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div></div>	<div></div>	<div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
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ACTIVITY KEY: (please write the appropriate number in the Curriculum Activity box above)

Aerobics/Keep Fit→	01	Cross Country→	07	Netball→	13	Squash→	19	Other→	25
Athletics→	02	Dance→	08	Outdoor Education→	14	Swimming→	20	(please specify	
Badminton→	03	Games Foundation→	09	Rounders→	15	Tennis/Short Tennis→	21	next to the box	
Basketball→	04	Gymnastics→	10	Rugby→	16	Trampolining→	22	above)	
Circuit Training→	05	Health Related Exercise→	11	Soccer/Football→	17	Volleyball→	23		
Cricket→	06	Hockey→	12	Softball/Stoolball→	18	Weight Training→	24		

PHYSICAL EDUCATION LESSON DETAILS: YEAR 9

PLEASE SPECIFY: (a) the activities you teach to year 9 pupils in each term (please refer to ACTIVITY KEY at the bottom of the page)

(b) the total number of periods that a year 9 pupil spends on each activity per term (please note that a double lesson counts as 2 periods) and the length of each timetabled period in minutes

(c) whether the teaching groups are all boys, all girls or mixed (Key: Boys = 1, Girls = 2, Mixed = 3)

AUTUMN TERM				SPRING TERM				SUMMER TERM			
CURRICULUM ACTIVITY (please refer to KEY below)	Gender: Boys= 1 Girls= 2 Mixed=3	Total number of periods this term	Length of each period in minutes	CURRICULUM ACTIVITY (please refer to KEY below)	Gender: Boys= 1 Girls= 2 Mixed=3	Total number of periods this term	Length of each period in minutes	CURRICULUM ACTIVITY (please refer to KEY below)	Gender: Boys= 1 Girls= 2 Mixed=3	Total number of periods this term	Length of each period in minutes
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<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
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ACTIVITY KEY: (please write the appropriate number in the Curriculum Activity box above)

Aerobics/Keep Fit→	01	Cross Country→	07	Netball→	13	Squash→	19	Other→	25
Athletics→	02	Dance→	08	Outdoor Education→	14	Swimming→	20	(please specify next to the box above)	
Badminton→	03	Games Foundation→	09	Rounders→	15	Tennis/Short Tennis→	21		
Basketball→	04	Gymnastics→	10	Rugby→	16	Trampolining→	22		
Circuit Training→	05	Health Related Exercise→	11	Soccer/Football→	17	Volleyball→	23		
Cricket→	06	Hockey→	12	Softball/Stoolball→	18	Weight Training→	24		

PHYSICAL EDUCATION LESSON DETAILS: YEAR 10

Please note that the following table refers to the core curriculum only; not to any Year 10 examination courses.

- PLEASE SPECIFY: (a) the activities you teach/offer to year 10 pupils in each term (please refer to the ACTIVITY KEY below)
 (b) the total number of periods that a year 10 pupil spends on each activity per term
 (please note that a double lesson counts as 2 periods) and the length of each timetabled period in minutes
 (c) whether the teaching groups are all boys, all girls or mixed (Key: Boys = 1, Girls = 2, Mixed = 3)
 (d) whether the activities are compulsory or optional (Key: Compulsory = 1, Optional = 2)

AUTUMN TERM					SPRING TERM					SUMMER TERM				
Activity (please refer to KEY)	Gender: Boys= 1 Girls= 2 Mixed=3	Comp. (=1) or opt. (=2)	Total number of periods this term	Length of each period in minutes	Activity (please refer to KEY)	Gender: Boys= 1 Girls= 2 Mixed=3	Comp. (=1) or opt. (=2)	Total number of periods this term	Length of each period in minutes	Activity (please refer to KEY)	Gender: Boys= 1 Girls= 2 Mixed=3	Comp. (=1) or opt. (=2)	Total number of periods this term	Length of each period in minutes

ACTIVITY KEY: (please write the appropriate number in the Activity box above)

Aerobics/Keep Fit →	01	Cross Country →	07	Netball →	13	Squash →	19	Other →	25
Athletics →	02	Dance →	08	Outdoor Education →	14	Swimming →	20	(please specify	
Badminton →	03	Games Foundation →	09	Rounders →	15	Tennis/Short Tennis →	21	next to the box	
Basketball →	04	Gymnastics →	10	Rugby →	16	Trampolining →	22	above)	
Circuit Training →	05	Health Related Exercise →	11	Soccer/Football →	17	Volleyball →	23		
Cricket →	06	Hockey →	12	Softball/Stoolball →	18	Weight Training →	24		

PHYSICAL EDUCATION LESSON DETAILS: YEAR 11

Please note that the following table refers to the core curriculum only; not to any Year 11 examination courses.

- PLEASE SPECIFY:** (a) the activities you teach/offer to year 11 pupils in each term (please refer to the ACTIVITY KEY below)
(b) the total number of periods that a year 11 pupil spends on each activity per term
(please note that a double lesson counts as 2 periods) and the length of each timetabled period in minutes
(c) whether the teaching groups are all boys, all girls or mixed (Key: Boys = 1, Girls = 2, Mixed = 3)
(d) whether the activities are compulsory or optional (Key: Compulsory = 1, Optional = 2)

[illegible]

ACTIVITY KEY: (please write the appropriate number in the Activity box above)

Aerobics/Keep Fit→	01	Cross Country→	07	Netball→	13	Squash→	19	Other→ 25 (please specify next to the box above)
Athletics→	02	Dance→	08	Outdoor Education→	14	Swimming→	20	
Badminton→	03	Games Foundation→	09	Rounders→	15	Tennis/Short Tennis→	21	
Basketball→	04	Gymnastics→	10	Rugby→	16	Trampolining→	22	
Circuit Training→	05	Health Related Exercise→	11	Soccer/Football→	17	Volleyball→	23	
Cricket→	06	Hockey→	12	Softball/Stoolball→	18	Weight Training→	24	

4. **PHYSICAL EDUCATION EXAMINATION COURSES**

Does your department offer examination courses in physical education, including dance? (please circle **one** number only)

YES	NO
1	2

If yes, please indicate below the number of pupils on the courses this academic year (1992/93).

Number of pupils on the course this academic year (1992/93) (please write numbers in boxes)

		Year 10	Year 11	Year 12	Year 13
1	GCSE PHYSICAL EDUCATION Board: _____	<div></div>	<div></div>	<div></div>	<div></div>
2	GCSE SPORTS STUDIES Board: _____	<div></div>	<div></div>	<div></div>	<div></div>
3	GCSE DANCE Board: _____	<div></div>	<div></div>	<div></div>	<div></div>
4	A LEVEL PHYSICAL EDUCATION Board: _____	<div></div>	<div></div>	<div></div>	<div></div>
5	A LEVEL SPORTS STUDIES Board: _____	<div></div>	<div></div>	<div></div>	<div></div>
6	CCPR Community Sports Leaders Award	<div></div>	<div></div>	<div></div>	<div></div>
7	YMCA Cert. in Health Related Exercise	<div></div>	<div></div>	<div></div>	<div></div>
	OTHER (please specify below)				
8	_____	<div></div>	<div></div>	<div></div>	<div></div>
9	_____	<div></div>	<div></div>	<div></div>	<div></div>

Do your exam pupils follow a core PE course in addition to their exam course? (please circle **one** number only)

SOME	ALL	NONE
1	2	3

If yes (i.e. some or all), please provide details in the boxes below.

EXAM COURSE (write number 1-9: refer to above list)	NUMBER of MINUTES per WEEK on P.E. EXAM COURSE	NUMBER of MINUTES per WEEK of CORE P.E.
<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>
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1. DOCUMENTATION

	YES	NO
Does the department have any written schemes of work? (please circle one number only)	1	2

If yes, when were these schemes of work written/revised? (please circle **one** number only)

More than 5 years ago	1
Between 2 and 5 years ago	2
During the last academic year (1991/1992)	3
During this current academic year (1992/1993)	4

Does the department have a written long-term development plan?
(please circle **one** number only)

YES	NO
1	2

If yes, when was this development plan written/revised? (please circle **one** number only)

More than 5 years ago	1
Between 2 and 5 years ago	2
During the last academic year (1991/1992)	3
During this current academic year (1992/1993)	4

Are there any plans to write a development plan or schemes of work for Physical Education within the next 6 months? (please circle one number only)	YES	NO
	1	2

2. INFORMATION TO PARENTS CONCERNING PUPIL PROGRESS

How often does a parent receive formal written information from the P. E.
Department about their child's progress? (please circle **one** number only)

Once a year	1
Twice a year	2
Three times a year	3
Other (please specify below)	4

What does this written information generally include?
(please circle **one** number only on each line)

	Always	Sometimes	Never
Grade or comment on <u>overall</u> ability + progress	1	2	3
Grade or comment on ability + progress <u>per activity</u>	1	2	3
Grade or comment on <u>overall</u> effort	1	2	3
Grade or comment on effort <u>per activity</u>	1	2	3
Grade or comment regarding fitness level	1	2	3
Comment on punctuality	1	2	3
Comment on kit	1	2	3
Comment on extra-curricular involvement	1	2	3
Comment on team representation	1	2	3
Comment on participation and/or excusal notes	1	2	3
Other(s) (please specify below)	1	2	3

3. **PHYSICAL EDUCATION IN THE NATIONAL CURRICULUM**

How would you describe your overall view of the Physical Education National Curriculum? (please circle **one** number only)

Generally positive	1
Neutral or undecided	2
Generally negative	3

What other general views do you hold of the Physical Education National Curriculum document and its contents? (please tick as many of the following boxes as considered appropriate)

Written clearly	<input type="checkbox"/>
Too much jargon	<input type="checkbox"/>
Easy to understand	<input type="checkbox"/>
Difficult to interpret	<input type="checkbox"/>
Good balance of activities	<input type="checkbox"/>
Too narrow a range of activities	<input type="checkbox"/>
Too broad a range of activities	<input type="checkbox"/>
Makes realistic demands of pupils	<input type="checkbox"/>
Too demanding of pupils	<input type="checkbox"/>
Makes realistic demands of teachers	<input type="checkbox"/>
Too demanding of teachers	<input type="checkbox"/>
Other(s) (please specify below)	<input type="checkbox"/>

How much do you think the National Curriculum will affect the Physical Education curriculum in your school? (please circle **one** number only)

A lot	1
A little	2
Not at all	3

What do you consider are likely to be the main changes (if any) to the Physical Education curriculum in your school? (please tick as many of the boxes as considered appropriate)

Introducing or increasing dance	<input type="checkbox"/>
Introducing or increasing outdoor education	<input type="checkbox"/>
Decreasing swimming	<input type="checkbox"/>
Decreasing games	<input type="checkbox"/>
Introducing or increasing health related exercise	<input type="checkbox"/>
Dealing with assessment and recording	<input type="checkbox"/>
Expanding teaching and learning styles	<input type="checkbox"/>
Increasing pupil involvement in learning	<input type="checkbox"/>
Focusing more on knowledge and understanding	<input type="checkbox"/>
Other(s) (please specify)	<input type="checkbox"/>

4. **INSET**

Have you or any member of your department been involved in any inset courses relating to Physical Education in the National Curriculum within the last 12 months? (please circle one number only)	YES 1	NO 2
--	-----------------	----------------

Please indicate below the general topic(s) covered by the inset attended (please tick any number of the boxes as appropriate)

Planning	<input type="checkbox"/>
Implementation	<input type="checkbox"/>
Progression	<input type="checkbox"/>
Special Needs	<input type="checkbox"/>
Assessment	<input type="checkbox"/>
Cross-Curricular Matters	<input type="checkbox"/>
Partnerships	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>

If at all possible, please estimate how much money in total is available **per member of your Department** for inset training during the 1992/93 academic year?

£

--	--	--

	YES	NO
Are finances a limiting factor in terms of inset training? (please circle one number only)	1	2

In general, do you consider that the inset training available to you is:
(please circle **one** number only on each line)

	YES	NO
Enough in terms of amount	1	2
Adequate in terms of meeting your needs	1	2
Accessible to the staff who need it	1	2

	YES	NO
Are you aware of any future inset courses organised by your LEA (during the 1992/93 academic year)? (please circle one number only)	1	2

	YES	NO
Are you aware of inset courses organised <u>outside</u> of your LEA (during the 1992/93 academic year)? (please circle one number only)	1	2

What do you think are your Department's **TOP 5 PRIORITY** inset needs?
(please tick **ONLY 5** of the following boxes)

A focus within Physical Education on:

- | | |
|-----------------------------------|--------------------------|
| Planning and Implementation | <input type="checkbox"/> |
| Teaching and Learning Styles | <input type="checkbox"/> |
| Progression | <input type="checkbox"/> |
| Differentiation | <input type="checkbox"/> |
| Special Needs | <input type="checkbox"/> |
| Assessment, Recording + Reporting | <input type="checkbox"/> |
| Cross-Curricular Matters | <input type="checkbox"/> |
| Partnerships | <input type="checkbox"/> |
| Athletics | <input type="checkbox"/> |
| Dance | <input type="checkbox"/> |
| Games | <input type="checkbox"/> |
| Gymnastics | <input type="checkbox"/> |
| Outdoor Education | <input type="checkbox"/> |
| Swimming | <input type="checkbox"/> |
| Health Related Exercise | <input type="checkbox"/> |
| Examination Courses | <input type="checkbox"/> |
| Other(s) (please specify) | <input type="checkbox"/> |

1. HOUSE/TUTORIAL EVENTS

Are any house or tutorial sporting events
organised in P.E. curriculum time?
(please circle **one** number only)

	YES	NO
	1	2

2. AWARD SCHEMES

Are any award schemes operating within curriculum time?
(please circle **one** number only)

	YES	NO
	1	2

If yes, please indicate which award schemes are being used
(please tick as many of the following boxes as are appropriate)

A.S.A. Swimming Award Schemes	<input type="checkbox"/>
B.A.G.A. Gymnastics Award Scheme	<input type="checkbox"/>
5 Star Athletics Award Scheme	<input type="checkbox"/>
Milk in Action Athletics Award Scheme	<input type="checkbox"/>
IBM 10 Step Award Scheme	<input type="checkbox"/>
Converse All Star Basketball Award Scheme	<input type="checkbox"/>
Other(s) (please specify)	<input type="checkbox"/>

3. P.E. EXTRA-CURRICULAR ACTIVITIES

Are extra-curricular activities regularly offered to pupils at any of the following times?
(please circle **one** number only on each line)

	YES	NO
Before school	1	2
At lunchtimes	1	2
After school	1	2
At weekends	1	2

Is your department involved in running any of the following in extra-curricular time (i.e. before or after school, during lunchtimes, or at weekends)?
(please circle **one** number only on each line)

	YES	NO
Team training sessions (for selected players)	1	2
Open access (to all abilities) games clubs/sessions	1	2
Open access (to all abilities) exercise clubs/sessions (eg. aerobics, jogging, dance, gymnastics, swimming trampolining, circuits, fitness workouts)	1	2
Inter-house or inter-tutor sporting competitions/fixtures	1	2
Inter-school games fixtures (friendly)	1	2
Inter-school games competitions (league based or for a trophy)	1	2
Inter-school non-games competitions (eg. gymnastics, trampolining, swimming)	1	2
Inter-school non-competitive events or displays (eg. dance)	1	2

In an average week, how much time do you personally spend on extra-curricular activities with pupils (i.e. before or after school, during lunchtimes, or at weekends)?
(please write numbers in the appropriate boxes)

Hours	Minutes
<div style="border: 1px solid black; width: 60px; height: 20px; position: relative;"><div style="position: absolute; left: 50%; top: 50%; transform: translate(-50%, -50%);"> </div></div>	<div style="border: 1px solid black; width: 60px; height: 20px; position: relative;"><div style="position: absolute; left: 50%; top: 50%; transform: translate(-50%, -50%);"> </div></div>

Hours	Minutes
<div style="border: 1px solid black; width: 60px; height: 20px; position: relative;"><div style="position: absolute; left: 50%; top: 50%; transform: translate(-50%, -50%);"> </div></div>	<div style="border: 1px solid black; width: 60px; height: 20px; position: relative;"><div style="position: absolute; left: 50%; top: 50%; transform: translate(-50%, -50%);"> </div></div>

EXAMPLE: 3 hours and 40 minutes =

Is this about the same, more or less than other members of your department?
(please circle **one** number only)

About the same	1
More	2
Less	3

**AND FINALLY, THANK YOU FOR COMPLETING THE QUESTIONNAIRE.
COULD YOU NOW PLEASE FILL IN THIS LAST PAGE BEFORE RETURNING
THE COMPLETED QUESTIONNAIRE (via the P.G.C.E. student(s).**

FULL NAME AND ADDRESS OF THE SCHOOL

SCHOOL TELEPHONE NUMBER

YOUR NAME

YOUR POSITION WITHIN THE SCHOOL

Please return the completed questionnaire to:

Jo Harris
Physical Education Department
Loughborough University
Loughborough
Leicestershire
LE11 3TU

by Tuesday 1st December 1992.

THANK YOU.

If you have any comments to make about the questionnaire generally or about specific questions within it, please feel free to write these down below or on a separate sheet. Any suggestions for improving the questionnaire itself or increasing the response rate are most welcome.

Appendix C: Pilot 1 Results

Local Sample; N=40; 50.0% Response Rate

General Information about the School

Type: state comprehensive 95.0%; independent 5.0%; state grammar 0.0%.

Funding: Local Management of Schools (LMS) 95.0%; grant maintained 0.0%; 'other' 5.0%. (Other: school fees).

Age range: 11-18: 40.0%; 11-14: 30.0%; 11-16: 15.0%; 'other' 15.0%. (Other: 10-14 (2); 14-18).

Gender: mixed sex 100.0%.

Number of pupils: 400-499: 10.5%; 500-599: 21.1%; 600-699: 15.8%; 700-799: 5.3%; 800-899: 5.3%; 900-999: 10.5%; 1000-1099: 10.5%; 1100-1199: 15.8%; 1200+: 5.3%. **Number of teaching staff: Full-time:** Mean: 49.06; SD 18.74.

Part-time: Mean: 5.38; SD 3.46.

Timetable details: Cycle: 5 day 85.0%; 10 day 10.0% ; 'other' 5.0% (Other: 6 day).

Total number of periods per day: 4: 10.0%; 5: 20.0%; 6: 15.0%; 8: 50.0%; 9: 5.0%. Mean 6.75; SD 1.62. **Total number of periods per week:** 20: 10%; 25: 20.0%; 30: 15.0%; 40: 50.0%; 45: 5.0%. Mean 33.95; SD 8.33. **Total number of minutes per period:** 35: 45.0%; 50: 20.0%; 55: 5.0%; 60: 10.0%; 70: 10.0%; 74: 5.0%. Mean 47.08; SD 13.79. **Timetabled periods the same length:** 50.0%.

Length of lunch break (in minutes): Mean 64.25; SD 15.41.

The PE Department

Department/faculty structure: separate department 70.0%; separate faculty by itself 45.0%; PE integrated with other subjects within a faculty 25.0%.

Name of faculty: Physical Education 47.4%; Expressive Arts 15.8%; Physical Education and Dance 5.3%; 'other' 31.6% (Other: Performing Arts; PE and Leisure; PE and Games; Sport and Recreation; Physical Curriculum Area).

Subject areas in faculty: Dance 55.0%; Music 20.0%; Art 15.0%; Drama 10.0%; 'other' 10.0% (Other: Outdoor and Adventure; Languages, Commerce, Business Studies).

One overall PE HoD: 95.0%. **Separate PE HoD for girls and boys:** 11.1%.

PE Staff	Total		Female		Male	
	Mean	SD	Mean	SD	Mean	SD
Full-time Specialist	3.60	1.88	1.65	0.99	1.95	1.00
Part-time Specialist	0.94	0.83	0.82	0.81	0.12	0.33
Non-Specialist	1.63	2.70	0.60	0.83	0.93	2.28

Table C.1 Staff Teaching PE in Secondary Schools

Information about PE staff (ie. number, gender, age, teaching grade, responsibilities, number of periods taught per week, other subjects taught)

The responses to the remaining part of this section of the questionnaire were limited due to the complexity of the question format. As the information was incomplete, the decision was taken not to analyse the data set.

Use of outside expertise within the PE curriculum: 25.0%. **Year groups involved:** year 7: 15.0%; year 8: 20.0%; year 9: 5.0%; year 10: 15.0%; year 11: 15.0%; year 12: 0.0%; year 13: 0.0%. **Activity areas involved:** Athletics: 5.0%; Dance: 5.0%; Games: 5.0%; Gymnastics: 5.0%; Outdoor Education 5.0%; Swimming: 15.0%; Health and Fitness 10.0%; 'other' 5.0%. (Other: not specified).

Facilities for PE

Indoor Facilities	%
Gymnasium	85.0 (on-site)
School Hall	85.0 (on-site)
Swimming Pool	85.0 (on-site 45.0; off-site 40.0)
Fitness Centre	50.0 (on-site 35.0; off-site 15.0)
Sports Hall	45.0 (on-site 35.0; off-site 10.0)
Squash Courts	25.0 (on-site 5.0; off-site 20.0)
Dance Studio	10.0 (on-site)
Other	25.0 (on-site 15.0; off-site 10.0)

Table C.2 Indoor Facilities for PE in Secondary Schools

(Other: second school hall; second gymnasium, snooker room).

Outdoor Facilities	%
Playing Fields	100.0
Hard Play Area (tarmac)	95.0
Hard Play Area (redgra/sporturf)	50.0 (on-site 40.0; off-site 10.0)
Outdoor Swimming Pool	35.0 (on-site 20.0; off-site 15.0)
Other	25.0 (on-site 5.0; off-site 20.0)

Table C.3 Outdoor Facilities for PE in Secondary Schools

(Other: off-site playing fields; park).

Adequacy of facilities: Size of area: indoor facilities: 50.0%; outdoor facilities (hard surfaces): 55.0%; outdoor facilities (playing fields): 70.0%. **Maintenance of area:** indoor facilities: 65.0%; outdoor facilities (hard surfaces) 60.0%; outdoor facilities (playing fields): 40.0%.

Facilities used by the public: during the school day: 25.0%; at other times (ie. not during the school day): 94.7%.

Capitation: range: £770.00 - £12,000.00 (note that the latter figure was a 'faculty total'). It was not possible to determine the capitation mean due to interpretation problems with the question (eg. some respondents gave 'faculty' capitation totals).

Comparison with previous year's capitation: increased 50.0%; decreased 30.0%; same 20.0%.

Expenses covered by capitation: small equipment 100.0%; photocopying 95.0%; affiliation fees 85.0%; large equipment 80.0%; texts (for staff) 75.0%; texts (for pupils) 75.0%; kit 65.0%; transport 45.0%; in-service training 25.0%; department telephone 20.0%; 'other' 15.0% (Other: stationery; trophies/certificates; GCSE; outdoor activities). **Adequacy of capitation:** just about adequate 55.0%; inadequate 25.0%; totally inadequate 10.0%; very adequate 10.0%. **Availability of additional sources of income:** 85.0%. **Additional sources of income:** Parent Teachers Asociation (PTA) 60.0%; fund raising 30.0%; special fund 15.0%; 'other' 25.0%. (Other: money raised from pupils using mini-bus; TVEI and GEST; capitation from courses with PE activities involved; INSET budget - based on 'bid'; additional school funds for large items of equipment and swimming).

Timetabling and Lesson Content

	Cases	Minutes of PE per Week			Periods of PE per Week		
Year	n	Mean	SD	Range	Mean	SD	Range
7	18	124.44	26.62	60-150	3.11	1.02	2-4
8	18	127.50	27.98	60-165	3.17	0.99	2-4
9	18	118.33	38.90	35-150	3.00	1.19	1-4
10	13	85.38	34.00	35-150	2.08	0.76	1-4
11	12	90.00	38.32	35-150	2.17	0.94	1-4
12	7	92.86	68.97	0-210	2.14	1.86	0-6
13	6	76.67	48.85	0-150	1.67	0.82	0-2

Table C.4 PE Time for Years 7 to 13 in Secondary Schools

Compulsory PE: year 12: 33.3%; year 13: 22.2%.

Same amount of PE for all pupils: year 7: 100.0%; year 8: 100.0%; year 9: 78.9%; year 10: 75.0%; year 11: 83.3%; year 12: 16.7.0%; year 13: 20.0%.

Teaching groups for PE: mixed ability tutor groups 88.9%; 'other' 11.1%. (Other: mixed ability and streamed/set groups; forms (7, 8) and sets (9); year 9: German and Non-German study groups).

Groups taught by non-specialists: year 7: 20.0%; year 8: 25.0%; year 9: 20.0%; year 10: 5.0%; year 11: 15.0%; year 12: 5.0%; year 13: 5.0%. Activities taught by non-specialists: Games 30.0%; Swimming 15.0%; Gymnastics 5.0%; Health and Fitness 5.0%; Athletics 0.0%; Dance 0.0%; Outdoor Education 0.0%; 'other' 10.0% (Other: snooker; not specified).

Health Related Exercise

Organisation of the Teaching of HRE	%
Partly in PE and partly in another area of curriculum	55.0
Combination of blocks and through PE activities	40.0
Only in separate blocks of work	30.0
Only through the other PE activities	25.0
Currently in an unstructured manner	20.0
Totally within another area of the curriculum	0.0

Table C.5 Organisation of the Teaching of HRE in Secondary Schools

Health-related names: HRF 25.0%; HRE 15.0%; Health and Fitness 10.0%; Fitness for Life 0.0%; Fitness 15.0%; 'other' 10.0%. (Other: circuit training; LIFE (Longevity, Information, Fun, Exercise)).

HRE blocks : 70.0% of schools were teaching HRE in blocks.

	HRE per School Year (mins)			
Year	n	Mean	SD	Range
7	13	463.77	117.72	300-720
8	12	455.75	119.19	300-720
9	12	434.50	127.90	210-170
10	8	391.50	116.06	250-592
11	7	362.43	128.07	245-592

Table C.6 Time Spent on HRE Per Year in Secondary Schools

HRE Texts Used in the Teaching of HRE	%
HEA/PEA Health & PE Newsletters	50.0
Action for Heart Health	40.0
Activity Ideas for Heart Health	25.0
Further Activity Ideas for Heart Health	20.0
Warming Up and Cooling Down	15.0
Fitness for Life by Charles Corbin	20.0
Other	30.0

Table C.7 HRE Texts Used by Secondary School PE HoDs

(Other: Fundamentals of Health & PE (2); LEA publication; Derbyshire HRF booklet; Swimming for Health; Stretching by Anderson; NCF 'Body in Action'; Exercise Challenge; Tancred's book).

Organised events involving the promotion of healthy exercise: 55.0%.

Lesson content: Years 7-11: The responses to this section were incomplete due to the complexity of the question format and it was decided not to analyse the data set.

PE examination courses: 66.7% (of schools with 'exam-age' pupils ie. aged 14+).

PE Examination Courses	% Schools with 14+ yrs (n=12)	% Schools with 16+ yrs (n=9)
GCSE Physical Education	58.3	-
CCPR Community Sports Leaders Award	16.7	-
A Level Physical Education	-	0.0
A Level Sports Studies	-	0.0
GCSE Dance	8.3	-
GCSE Sports Studies	8.3	-
YMCA Certificate in Health Related Exercise	0.0	-
Other	8.3	-

Table C.8 PE and Dance Examination Courses in Secondary Schools

(Other: school optional PE course).

PE exam course time: (3; 15.0%); PE exam course time 140 mins + core PE time 70 mins (2; 10.0%); PE exam course time 140 mins + no core PE time (1; 5.0%). **Exam pupils following a core PE course plus exam course:** some 14.3%; all 85.7%.

Documentation, the National Curriculum and In-service Training (INSET)

Written schemes of work: 90.0%. **Schemes of work written/revised:** during this current academic year (1992/93) 44.4%; during the last academic year 38.9%; between 2 and 5 years ago 16.7%.

Long-term development plan: 90.0%. **Long-term development plan written/revised:** during the last academic year 72.2%; during this current academic year (1992/93) 16.7%; between 2 and 5 years ago 11.1%. **Plans to write a development plan/schemes of work:** 84.2%

Content and Frequency of PE Reports	Always	Sometimes	Never
	%	%	%
Grade/comment on overall effort	75.0	10.0	0.0
Grade/comment on overall ability and progress	65.0	30.0	0.0
Comment on team representation	40.0	50.0	0.0
Grade/comment on ability + progress per activity	30.0	30.0	15.0
Comment on extra-curricular involvement	30.0	65.0	0.0
Grade/comment on effort per activity	20.0	25.0	25.0
Comment on kit	25.0	45.0	15.0
Comment on participation and/or excusal notes	25.0	55.0	5.0
Comment on punctuality	10.0	55.0	20.0
Grade/comment regarding fitness level	5.0	25.0	35.0
Other	5.0		

Table C.9 Content and Frequency of PE Reports in Secondary Schools

(Other: working with others (2); awards gained; separate form for exam candidates; student comment on achievement targets; co-operation, tolerance and leadership).

Frequency of PE reports to parents per year: once 60.0%; twice 30.0%; three times 10.0%.

Overall view of the NCPE: generally positive 65.0%; neutral or undecided 35.0%; generally negative 0.0%.

General Views of the NCPE	%
Good balance of activities	70.0
Makes realistic demands of pupils	45.0
Too demanding of teachers	45.0
Written clearly	35.0
Too much jargon	35.0
Difficult to interpret	35.0
Easy to understand	30.0
Makes realistic demands of teachers	20.0
Too broad a range of activities	10.0
Too demanding of pupils	10.0
Too narrow a range of activities	5.0
Other	25.0

Table C.10 Secondary School PE HoDs' Views of the NCPE

(Other: difficult to judge yet (2); no obligation to follow (independent school); concerns about assessment/recording (1) and staffing expertise and facilities (1); interpretation is different for different individuals).

NCPE effects on the PE curriculum: a little 65.0%; a lot 20.0%; not at all 15.0%.

Main Changes to PE Due to the NCPE	%
Dealing with assessment and recording	70.0
Expanding teaching and learning styles	60.0
Increasing pupil involvement in learning	60.0
Introducing or increasing outdoor education	55.0
Focusing more on knowledge and understanding	45.0
Introducing or increasing dance	40.0
Decreasing swimming	40.0
Introducing or increasing health related exercise	30.0
Decreasing games	20.0
Other	10.0

Table C.11 Main Changes to PE Due to the NCPE as Perceived by Secondary School PE HoDs

(Other: increasing gymnastics; re-organisation of HRE into activity areas; clarifying focus of PE department).

Involvement in INSET relating to the NCPE (within last 12 months): 85.0%.

INSET Topics	%
Assessment	70.0
Implementation	55.0
Planning	45.0
Progression	30.0
Cross-Curricular Matters	15.0
Partnerships	10.0
Special Needs	5.0
Other	0.0

Table C.12 Topics Covered in the INSET Received by Secondary School PE HoDs

Money available for INSET (per member of department during 1992/93): Mean £195.20; SD £151.90; Range £25.00-580.00 (low response rate for this question: 50.0%).

Finances considered to be a limiting factor for INSET: 80.0%.

Views of INSET	%
Accessible to the staff who need it	25.0
Adequate in terms of meeting your needs	5.9
Enough in terms of amount	6.3

Table C.13 Secondary School PE HoDs' Views of INSET

Awareness of future INSET: in own LEA: 65.0%; outside of own LEA: 40.0%.

Priority INSET Needs	%	Priority INSET Needs	%
Assessment, Recording and Reporting	100.0	Cross-Curricular Matters	15.0
Planning and Implementation	60.0	Special Needs	10.0
Progression	55.0	Partnerships	10.0
Teaching and Learning Styles	50.0	Gymnastics	5.0
Health Related Exercise	40.0	Athletics	0.0
Dance	40.0	Games	0.0
Outdoor Education	35.0	Swimming	0.0
Differentiation	30.0	Other	0.0
Examination Courses	30.0		

Table C.14 Priority INSET Needs as Perceived by Secondary School PE HoDs

Respondents indicated five priority INSET needs but few ranked them in order one to five.

Additional Curricular and Extra-Curricular Activities

House/tutorial events operating in PE curriculum time: 50.0%.

Award Schemes Operating in PE Curriculum Time	%
Total	75.0
5 Star Athletics Award Scheme	40.0
ASA Swimming Award Schemes	35.0
Milk in Action Athletics Award Scheme	35.0
BAGA Gymnastics Award Scheme	20.0
Converse All Star Basketball Award Scheme	5.0
IBM 10 Step Award Scheme	0.0
Other	5.0

Table C.15 Award Schemes Operating in PE Curriculum Time in Secondary Schools

(Other: own swimming awards; own PE merit award).

PE extra-curricular activities: at lunchtimes 100.0%; after school 94.7%; at weekends 78.9%; before school 13.3%.

Categories of PE Extra-Curricular Activities	%
Team training sessions (for selected players)	95.0
Inter-school games fixtures (friendly)	95.0
Inter-school games competitions (league based or for a trophy)	94.7
Open access games clubs/sessions	90.0
Inter-house or inter-tutor sporting competitions/fixtures	77.8
Open access (to all ability) exercise clubs/sessions	75.0
Inter-school non-games competitions (eg. gym, swimming)	41.2
Inter-school non-competitive events or displays (eg. dance)	25.0

Table C.16 Categories of PE Extra-Curricular Activities in Secondary Schools

Time on extra-curricular activities (per week): Mean: 5.80 hours; SD: 2.64 hours; Range: 1.5 - 10.0 hours. **Extra-curricular activity time compared with other department members:** same 55.0%; more 30.0%; less 15.0%.

Additional Comments on Questionnaire: (6 respondents; 30.0%).

Length of questionnaire/took a long time to complete/far too long (3; 15.0%); request for feedback (1; 5.0%); curriculum section difficult due to many different option groups (1; 5.0%); good questionnaire; good luck (1; 5.0%).

SECONDARY SCHOOL QUESTIONNAIRE

SECTION A

GENERAL INFORMATION ABOUT THE SCHOOL

1. **TYPE OF SCHOOL**
(please circle **one** number only)

State middle	1
State modern	2
State grammar	3
State technical	4
State comprehensive	5
Grant maintained	6
Independent	7
Other (please specify)	8

2. **AGE RANGE**
(please circle **one** number only)

9-13 years	1
10-14 years	2
11-14 years	3
11-16 years	4
11-18 years	5
14-18 years	6
Other (please specify)	7

3. **GENDER**
(please circle **one** number only)

All boys school	1
All girls school	2
Mixed sex school (all years)	3
Other (please specify)	4

4. **TOTAL NUMBER OF PUPILS IN THE SCHOOL** (please circle **one** number only)

26-50	01	401-500	06	1201-1500	11
51-100	02	501-600	07	1501-2000	12
101-200	03	601-800	08	2001-2500	13
201-300	04	801-1000	09		
301-400	05	1001-1200	10		

5. **TEACHING STAFF IN THE SCHOOL**

Number of **FULL-TIME** teaching staff in the whole school (please circle **one** number only)

1-10	01	61-70	07
11-20	02	71-80	08
21-30	03	81-90	09
31-40	04	91-100	10
41-50	05	101-110	11
51-60	06	110+	12

Number of **PART-TIME** teaching staff in the whole school (please circle **one** number only)

1-5	1	16-20	4
6-10	2	21-25	5
11-15	3	26-30	6

6. **TIMETABLE DETAILS**

Does your school run a:	5 day timetable cycle	1
(please circle one number only)	10 day timetable cycle	2
	Other (please specify)	3

What are the total number of **teaching periods** per 5 day week?
(please write numbers in boxes)

Are all timetabled teaching periods the same length of time?

YES NO
1 2

Total number of minutes per **teaching period**
(if the periods are different lengths please state
the most common time in minutes)

 minutes

What is the total amount of teaching time (**in minutes**) in a 5 day week?

Please calculate this by multiplying:

- (a) the total number of teaching periods per 5 day week
by
(b) the total number of minutes per teaching period

 minutes

Please note: if your teaching periods are different lengths, please take this
into account when calculating the total amount of teaching time in a 5 day week.

Length of lunch break in minutes

 minutes

SECONDARY SCHOOL PHYSICAL EDUCATION

SECTION B

GENERAL INFORMATION ABOUT THE P.E. DEPARTMENT

1. DEPARTMENT/FACULTY STRUCTURE

Is Physical Education: (please tick as many boxes as are considered appropriate)

- a separate department by itself? ☐
- a separate faculty by itself? ☐
- a separate department within a faculty? ☐
- integrated with other subject areas in a faculty? ☐

What is the formal name of the faculty or department? (please circle one number only)

- Physical Education 1
- Expressive Arts 2
- Physical Education and Dance 3
- Physical Education and Games 4
- Other(s) (please specify on the line below) 5
- _____

If Physical Education is integrated with other subject areas in a faculty, what are those other subject areas?

(please tick as many boxes as are appropriate)

- Music ☐
- Art ☐
- Drama ☐
- Other(s) (please specify on the line below) ☐
- _____

Does the Physical Education Department have
one overall Head of Department?

YES NO
1 2

2. PHYSICAL EDUCATION STAFF (please write numbers in the boxes provided)

	Total	Male	Female
Number of FULL-TIME SPECIALIST P.E. staff	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number of PART-TIME SPECIALIST P.E. staff	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number of NON-SPECIALIST staff who teach P.E.	<input type="text"/>	<input type="text"/>	<input type="text"/>

Please provide information in the table below about the **FULL-TIME and PART-TIME SPECIALIST P.E. STAFF**. It is not necessary to state the actual names of individual staff.

S	Gender 1 = male 2 = female	Age Category 1 = 21-30 yrs 2 = 31-40 yrs 3 = 41-50 yrs 4 = 51-60yrs 5 = 60+ yrs	Teaching Grade 1 = Standard 2 = Grade A 3 = Grade B 4 = Grade C 5 = Grade D 6 = Grade E+ 7 = other (eg. different scale)	Responsibilities within the PE department 1 = overall HOD 2 = i/c girls' PE 3 = i/c boys' PE 4 = i/c community links 5 = i/c exam courses 6 = i/c specific year grps 7 = other or combination (please specify next to the box)	% of overall time spent teaching PE in a 5 day week (eg. 95%, 50%) (please exclude any 'free' or admin time)	Other subjects taught 1=none 2=science 3=P.S.E 4=geog. 5=health 6=maths 7=other subject or mixture
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
						3
10	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

3. FACILITIES

What are the facilities available for Physical Education in your school?
(please circle **one** number for **each** facility that you have)

INDOOR	On site	Off site
School Hall	1	2
Gymnasium	1	2
Swimming Pool	1	2
Sports Hall	1	2
Fitness Centre	1	2
Dance/Drama Studio	1	2
Squash Courts	1	2
Other(s) (please specify)		
_____	1	2
_____	1	2
OUTDOOR	On site	Off site
Playing Fields	1	2
Hard Play Area (tarmac)	1	2
Hard Play Area (redgra/sportsturf)	1	2
Outdoor Swimming Pool	1	2
Other(s) (please specify)		
_____	1	2
_____	1	2

Please indicate whether you consider your facilities to be adequate or inadequate (in terms of (a) size and (b) maintenance of the area).

	SIZE OF AREA		MAINTENANCE OF AREA	
	Adequate	Inadequate	Adequate	Inadequate
INDOOR FACILITIES	1	2	1	2
OUTDOOR FACILITIES (hard surfaces)	1	2	1	2
OUTDOOR FACILITIES (playing fields)	1	2	1	2

4. CAPITATION

How much capitation money is available to spend on Physical Education this year (1992/93)?
(please circle **one** number only)

Less than £500	01	£1301-1500	06
£501-700	02	£1501-1700	07
£701-900	03	£1701-1900	08
£901-1100	04	£1901-2100	09
£1101-1300	05	£2100+	10

Is this the same amount as last year (1991/92)?

YES	NO
1	2

IF NO, has this year's amount increased or decreased from last year?

Increased	Decreased
1	2

Please comment on how adequately you feel your department's needs are met by the capitation total (please circle **one** number only)

Totally inadequate	1
Inadequate	2
Just about adequate	3
Adequate	4
Very adequate	5

Are there any other sources of income available to the Physical Education department?

YES	NO
1	2

If yes, please indicate the source(s) of income
(please tick as many boxes as are appropriate)

PTA	<input type="checkbox"/>
Fund raising	<input type="checkbox"/>
Special fund	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>

SECTION C

INFORMATION ABOUT TIMETABLING AND LESSON CONTENT

Please note that all questions relate to the 11-18 age range (i.e. years 7-13)

4

1. TIMETABLING

How much total P.E. time does each year group have per 5 day week and what % is this of the overall teaching time in a 5 day week? (please write the total number of **minutes per week** and the **% out of 100** in the boxes below)
 (Please note: if you are not on a 5 day timetable, please calculate the average number of minutes per week)

		Total number of <u>minutes</u> of P.E. per week	% overall teaching time in a 5 day week
	Year 7	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
	Year 8	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
	Year 9	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
	Year 10	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
IF APPLICABLE	Year 10 PE exam pupils	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
	Year 11	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
IF APPLICABLE	Year 11 PE exam pupils	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
	Year 12 (compulsory P.E.)	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
	(optional P.E.)	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
IF APPLICABLE	Year 12 PE exam pupils	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
	Year 13 (compulsory P.E.)	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
	(optional P.E.)	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
IF APPLICABLE	Year 13 PE exam pupils	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>

Within each year group, do all pupils receive the same amount of time on Physical Education per week? eg. in year 7, does every pupil in that year get the same amount of PE? (please circle **one** number for **each** year group)

	YES	NO
Year 7	1	2
Year 8	1	2
Year 9	1	2
Year 10	1	2
Year 11	1	2
Year 12	1	2
Year 13	1	2

IF NO for any of the year groups, what are the main reasons for this?
(please tick as many boxes as are appropriate)

- Additional language ☐
- Additional music ☐
- Additional science ☐
- Special needs ☐
- Other (please specify) ☐
-

2. **PHYSICAL EDUCATION EXAMINATION COURSES**

Does your department offer examination courses
in Physical Education and/or Dance?

YES NO
1 2

IF YES, please indicate below the examination courses which are currently in operation during this academic year (1992/93) (please tick as many boxes as are appropriate)

GCSE PHYSICAL EDUCATION ☐

Board(s): _____

GCSE SPORTS STUDIES ☐

Board: _____

GCSE DANCE ☐

Board: _____

A LEVEL PHYSICAL EDUCATION ☐

Board: _____

A LEVEL SPORTS STUDIES ☐

Board: _____

CCPR COMMUNITY SPORTS LEADERS AWARD ☐

YMCA CERTIFICATE IN HEALTH RELATED EXERCISE ☐

OTHER(S) (please specify on the line below) ☐

3. **HEALTH RELATED EXERCISE**

(National Curriculum term for work in the area of health and fitness)

Does your department currently have a written	YES	NO
scheme of work for health related exercise?	1	2

IF YES, when was this written/revised? (please circle **one** number only)

More than 5 years ago	1
Between 2 and 5 years ago	2
During the previous academic year (1991/92)	3
During this current academic year (1992/93)	4

How is the teaching of health related exercise currently organised in your school?
(please tick any number of the following boxes as considered appropriate)

Currently in an unstructured manner	<input type="checkbox"/>
In specific blocks of work in the P.E. curriculum	<input type="checkbox"/>
Through some or all of the other P.E. activities	<input type="checkbox"/>
Partly in PE and partly in other area(s) of the school curriculum (please specify the other area(s) on the line below)	<input type="checkbox"/>

Totally within other area(s) eg. PSE, lifeskills, health education (please specify the other area(s) on the line below)	<input type="checkbox"/>
--	--------------------------

Who currently teaches health related exercise in your school?
(please tick as many boxes as are appropriate)

All members of the P.E. department	<input type="checkbox"/>
Some members of the P.E. department	<input type="checkbox"/>
Staff from other departments	<input type="checkbox"/>
People from outside school with particular expertise	<input type="checkbox"/>
Other (please specify on the line below)	<input type="checkbox"/>

HEALTH RELATED EXERCISE BLOCKS OF WORK

If health related exercise is taught in specific units of work,
what name(s) do you give to the units of work?
(please tick as many of the boxes as are appropriate)

Health Related Fitness	<input type="checkbox"/>
Health Related Exercise	<input type="checkbox"/>
Health and Fitness	<input type="checkbox"/>
Fitness	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>

If health related exercise is taught in specific units of work, please provide details below of the time spent on HRE per year and whether the units of work are: (a) taught in mixed or single sex groups, and (b) compulsory or optional (please note that this question applies to the current academic year 1992/93)

	Total number of periods of HRE in the whole school year	Total time on HRE (in minutes) in the whole school year	Mixed (1) or single sex (2) teaching groups (write 1 or 2 in the box)	Compulsory (1) or optional (2) (write 1 or 2 in the box)
Year 7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Year 8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Year 9	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Year 10	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Year 11	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Year 12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Year 13	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

TEACHING HEALTH RELATED EXERCISE THROUGH THE ACTIVITY AREAS

Is health related exercise currently being delivered through any of the P.E. activity areas?

- (a) not at all
 (b) yes, although currently in an unstructured manner
 (c) yes, in a planned and structured manner
 (please circle **one** number only for **each** activity area)

	Not at all	Currently unstructured	Planned and structured
Athletics	1	2	3
Dance	1	2	3
Games	1	2	3
Gymnastics	1	2	3
Outdoor and Adventurous Activities	1	2	3
Swimming	1	2	3

HEALTH RELATED ACTIVITIES

Are any of the following health-related activities offered to pupils:

(a) within the curriculum?

(b) as part of the extra-curricular programme (i.e. before or after school, at lunchtimes, or at weekends)?

(please tick as many of the following boxes as are appropriate)

	Curricular	Extra-curricular
Aerobics	<input type="checkbox"/>	<input type="checkbox"/>
Keep fit	<input type="checkbox"/>	<input type="checkbox"/>
Circuit training	<input type="checkbox"/>	<input type="checkbox"/>
Weight training (free or fixed weights)	<input type="checkbox"/>	<input type="checkbox"/>
Skipping	<input type="checkbox"/>	<input type="checkbox"/>
Jogging	<input type="checkbox"/>	<input type="checkbox"/>
Water exercise (eg. aqua-aerobics, aqua-fit)	<input type="checkbox"/>	<input type="checkbox"/>
Other(s) (please specify on the line below)	<input type="checkbox"/>	<input type="checkbox"/>

FITNESS TESTING

Is some form of fitness testing a **compulsory** component of the Physical Education curriculum for any of the following year groups? (please circle **one** number for **each** year group)

	YES	NO
Year 7	1	2
Year 8	1	2
Year 9	1	2
Year 10	1	2
Year 11	1	2
Year 12	1	2
Year 13	1	2

IF YES for any year group, which of the following tests are included?
(please tick as many boxes as are appropriate)

Step test	<input type="checkbox"/>
Time/distance run	<input type="checkbox"/>
Multi-Stage Fitness Test	<input type="checkbox"/>
Sit and reach flexibility test	<input type="checkbox"/>
Shoulder flexibility test	<input type="checkbox"/>
Back flexibility test	<input type="checkbox"/>
Sit ups/curl ups	<input type="checkbox"/>
Push ups	<input type="checkbox"/>
Pull ups	<input type="checkbox"/>
Body Composition (skinfolds)	<input type="checkbox"/>
Other(s) (please specify below)	<input type="checkbox"/>

HEALTH RELATED EXERCISE INSET

Have any members of your department attended any inset courses on health related exercise during this academic year (92/93) or the last (91/92)?

YES	NO
1	2

IF YES, did the inset course(s) take place within your education authority?

YES	NO
1	2

Do you consider that any or all of your staff need any (or further) inset on health related exercise?

YES	NO
1	2

HEALTH RELATED EXERCISE RESOURCES

Do your staff use any of the following texts to assist in the teaching of health related exercise? (please tick as many of the following boxes as are appropriate)

- | | |
|---|--------------------------|
| Health-Related Fitness in Physical Education by Stuart Biddle | <input type="checkbox"/> |
| Health Related Fitness by Bill Tancred | <input type="checkbox"/> |
| Fitness for Life by Charles Corbin | <input type="checkbox"/> |
| HEA Health and Physical Education Newsletters | <input type="checkbox"/> |
| The Exercise Challenge by Sonia McGeorge | <input type="checkbox"/> |
| Action for Heart Health (Loughborough University) | <input type="checkbox"/> |
| Activity Ideas for Heart Health (Loughborough University) | <input type="checkbox"/> |
| Further Activity Ideas for Heart Health (Loughborough University) | <input type="checkbox"/> |
| Warming Up and Cooling Down (Loughborough University) | <input type="checkbox"/> |
| Swimming for Health by Colin Hardy | <input type="checkbox"/> |
| Stretching by Bob Anderson | <input type="checkbox"/> |
| The Body in Action (booklet and/or video) by the NCF | <input type="checkbox"/> |
| An Introduction to the Structure of the Body by the NCF | <input type="checkbox"/> |
| Other(s) (please specify on the lines below) | <input type="checkbox"/> |
-
-

Are you aware of the existence of the HEA Health and Physical Education Project which is based at Loughborough University?

YES	NO
1	2

ORGANISED EVENTS

Have any events been (or are being) organised in your school during this academic year (92/93) or last (91/92) which have involved the promotion of healthy exercise (eg. a sponsored event, health evening)?

YES	NO
1	2

INFORMATION ABOUT THE NATIONAL CURRICULUM AND INSET

1. PHYSICAL EDUCATION IN THE NATIONAL CURRICULUM

How would you describe your overall view of the Physical Education National Curriculum document and its contents? (please circle **one** number only)

- | | |
|----------------------|----------|
| Generally positive | 1 |
| Neutral or undecided | 2 |
| Generally negative | 3 |

What other general views do you hold of the Physical Education National Curriculum document and its contents? (**please tick as many of the following boxes as considered appropriate**)

- | | |
|-------------------------------------|--------------------------|
| Written clearly | <input type="checkbox"/> |
| Too much jargon | <input type="checkbox"/> |
| Easy to understand | <input type="checkbox"/> |
| Difficult to interpret | <input type="checkbox"/> |
| Good balance of activities | <input type="checkbox"/> |
| Too narrow a range of activities | <input type="checkbox"/> |
| Too broad a range of activities | <input type="checkbox"/> |
| Makes realistic demands of pupils | <input type="checkbox"/> |
| Too demanding of pupils | <input type="checkbox"/> |
| Not demanding enough of pupils | <input type="checkbox"/> |
| Makes realistic demands of teachers | <input type="checkbox"/> |
| Too demanding of teachers | <input type="checkbox"/> |
| Not demanding enough of teachers | <input type="checkbox"/> |
| Traditional | <input type="checkbox"/> |
| Progressive | <input type="checkbox"/> |
| Other (please specify below) | <input type="checkbox"/> |

How much do you think the National Curriculum will affect (or has affected) the Physical Education curriculum in **your** school? (please circle **one** number only)

- | | |
|------------|----------|
| A lot | 1 |
| A little | 2 |
| Not at all | 3 |

Do you think that the amount of time allocated to Physical Education in your school is adequate to meet the needs of the National Curriculum?

- | | |
|----------|----------|
| YES | NO |
| 1 | 2 |

Has the time allocated to Physical Education in your school increased, decreased or stayed the same since the introduction of the National Curriculum? (please circle **one** number only)

Increased	Decreased	Same
1	2	3

What do you consider are (or have been) the main changes (if any) to the Physical Education curriculum in **your** school? (please tick as many of the boxes as considered appropriate)

Dealing with assessment and recording	<input type="checkbox"/>
Expanding teaching and learning styles	<input type="checkbox"/>
Increasing pupil involvement in learning	<input type="checkbox"/>
Focusing more on knowledge and understanding	<input type="checkbox"/>
Introducing or increasing dance	<input type="checkbox"/>
Introducing or increasing outdoor education	<input type="checkbox"/>
Introducing or increasing health related exercise	<input type="checkbox"/>
Introducing or increasing gymnastics	<input type="checkbox"/>
Increasing games	<input type="checkbox"/>
Decreasing gymnastics	<input type="checkbox"/>
Decreasing swimming	<input type="checkbox"/>
Decreasing games	<input type="checkbox"/>
Other(s) (please specify on the line below)	<input type="checkbox"/>

Which National Curriculum activity areas are **included** in your Key Stage 3 (KS3) and Key Stage 4 (KS4) P.E. programmes (both compulsory and optional)? (please tick as many boxes as are appropriate)

	KS3 Compulsory	KS3 Optional	KS4 Compulsory	KS4 Optional
Athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor & Adventurous Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is your view about health related exercise being a **compulsory** component of Physical Education? (please circle **one** number only)

Generally positive	1
Neutral or undecided	2
Generally negative	3

This next question relates to the following end of key stage 3 HRE (health related exercise) statement within the Physical Education National Curriculum document:

***By the end of Key Stage 3, pupils should be able to:
understand the short and long term effects of exercise on the body systems and decide
where to focus their involvement in physical activity for a healthy and enjoyable lifestyle***

(please circle **one** number only on **each** line)

The above HRE EKSS:	YES/ AGREE	NEUTRAL/ UNDECIDED	NO/ DISAGREE
Is important enough to be compulsory	1	2	3
Is relevant for the age group	1	2	3
Is easy to interpret in terms of content	1	2	3
Is easy to assess	1	2	3
Can be delivered via activity areas alone	1	2	3
Needs to be delivered via specific blocks	1	2	3

This next question relates to the following end of key stage 4 HRE (health related exercise) statement within the Physical Education National Curriculum document:

***By the end of Key Stage 4, pupils should be able to:
prepare, carry out and monitor personal programmes for a healthy and enjoyable lifestyle,
considering the use of community resources where appropriate***

(please circle **one** number only on **each** line)

The above HRE EKSS:	YES/ AGREE	NEUTRAL/ UNDECIDED	NO/ DISAGREE
Is important enough to be compulsory	1	2	3
Is relevant for the age group	1	2	3
Is easy to interpret in terms of content	1	2	3
Is easy to assess	1	2	3
Can be delivered via activity areas alone	1	2	3
Needs to be delivered via specific blocks	1	2	3

2. INSET

9

Have you or any member of your department been involved in any inset courses relating to Physical Education in the National Curriculum during this (92/93) or the last (91/92) academic year?

YES	NO
1	2

Please indicate below the main topic(s) covered by the inset attended (even if many topics were covered in a 'general' or 'multi-faceted' day or days)
(please tick as many boxes as are appropriate)

Planning and Implementation	<input type="checkbox"/>	Athletics	<input type="checkbox"/>
Teaching and Learning Styles	<input type="checkbox"/>	Dance	<input type="checkbox"/>
Progression	<input type="checkbox"/>	Games	<input type="checkbox"/>
Differentiation	<input type="checkbox"/>	Gymnastics	<input type="checkbox"/>
Special Needs	<input type="checkbox"/>	Outdoor Education	<input type="checkbox"/>
Assessment, Recording + Reporting	<input type="checkbox"/>	Swimming	<input type="checkbox"/>
Cross-Curricular Matters	<input type="checkbox"/>	Health Related Exercise	<input type="checkbox"/>
Partnerships	<input type="checkbox"/>	Other (please specify below)	<input type="checkbox"/>
Examination Courses	<input type="checkbox"/>		

Do you consider any of the following to be limiting factors in terms of inset training?
(please tick as many boxes as are considered appropriate)

- | | |
|------------------------------------|--------------------------|
| Adequate finances | <input type="checkbox"/> |
| Suitable supply cover | <input type="checkbox"/> |
| Convenient timing of inset courses | <input type="checkbox"/> |
| Staff interest | <input type="checkbox"/> |
| Other (please specify) | <input type="checkbox"/> |
-

In general, do you consider that the inset training available to you is:
(please circle **one** number on **each** line)

	YES	NO
Enough in terms of amount of time	1	2
Adequate in terms of meeting your needs	1	2
Accessible to the staff who need it	1	2

What do you think are your Department's **TOP 5 PRIORITY** inset needs?
(please tick **ONLY 5** of the following 17 boxes)

- | | | | |
|-----------------------------------|--------------------------|------------------------------|--------------------------|
| Planning and Implementation | <input type="checkbox"/> | Athletics | <input type="checkbox"/> |
| Teaching and Learning Styles | <input type="checkbox"/> | Dance | <input type="checkbox"/> |
| Progression | <input type="checkbox"/> | Games | <input type="checkbox"/> |
| Differentiation | <input type="checkbox"/> | Gymnastics | <input type="checkbox"/> |
| Special Needs | <input type="checkbox"/> | Outdoor Education | <input type="checkbox"/> |
| Assessment, Recording + Reporting | <input type="checkbox"/> | Swimming | <input type="checkbox"/> |
| Cross-Curricular Matters | <input type="checkbox"/> | Health Related Exercise | <input type="checkbox"/> |
| Partnerships | <input type="checkbox"/> | Other (please specify below) | <input type="checkbox"/> |
| Examination Courses | <input type="checkbox"/> | <hr/> | |

SECTION E

INFORMATION ABOUT P.E. EXTRA-CURRICULAR ACTIVITIES

Are extra-curricular activities offered to pupils **on a regular basis** at any of the following times? (please circle **one** number on **each** line)

	YES	NO
Before school	1	2
At lunchtimes	1	2
After school	1	2
At weekends	1	2

Is your department involved in running any of the following in extra-curricular time (i.e. before or after school, during lunchtimes, or at weekends)? (please circle **one** number on **each** line)

	YES	NO
Team training sessions (for selected players)	1	2
Open access games activities (open to all abilities)	1	2
Open access (to all abilities) exercise activities (eg. aerobics, jogging, swimming, circuits, fitness)	1	2
Inter-house or inter-tutor sporting competitions/fixtures	1	2
Inter-school games fixtures (friendly)	1	2
Inter-school games competitions (eg. league or knockout)	1	2
Inter-school non-games competitions (eg. gymnastics, trampolining, swimming)	1	2
Inter-school non-competitive events or displays (eg. dance)	1	2

In an average week, how much time do **you** personally spend on extra-curricular activities with pupils (i.e. before or after school, during lunchtimes, or at weekends)? (please write the **total number of minutes per week** in the appropriate boxes)

--	--	--	--	--

minutes

eg. 7 hours = 7 x 60 minutes = 420 minutes =

--	--	--	--	--

minutes

Is this about the same, more or less than other members of your department? (please circle **one** number only)

About the same	1
More	2
Less	3
More than some, less than others	4

FINALLY, THANK YOU FOR SPENDING VALUABLE TIME
COMPLETING THE QUESTIONNAIRE.

Please return the completed questionnaire in the enclosed
self-addressed freepost envelope to:

Jo Harris
Department of Physical Education, Sports Science
and Recreation Management
Loughborough University
Loughborough
Leicestershire
LE11 3TU

by

Thursday 1st April 1993.

**If you have any comments to make about the questionnaire generally
or about specific questions within it, please feel free to write these down
in the space below. Any suggestions for improving the questionnaire
itself or increasing the response rate are most welcome.**

Appendix E: Pilot 2 Results

National Sample; N=100; 76.0% Response Rate

General Information about the School

Type: state comprehensive 63.2%; independent 13.2%; grant maintained 9.2%; state middle 7.9%; state grammar 3.9%; state modern 1.3%; 'other' 1.3%. (Other: voluntary aided).

Age range: 11-16: 43.4%; 11-18: 39.5%; 9-13: 7.9%; 14-18: 2.6%; 'other' 6.6%. (Other: 3-18; 8-18; 12-16; 12-18; 13-16).

Gender: mixed sex 81.6%; all girls 7.9%; all boys 5.3%; 'other' 5.3%. (Other: boys 11-16 and a mixed sixth form (4).

Number of pupils: < 600: 36.0%; 601-1000: 40.0%; 1000-2000: 24.0%. Detailed categories: 101-200: 2.7%; 201-300: 5.3%; 301-400: 8.0%; 401-500: 10.7%; 501-600: 9.3%; 601-800: 21.3%; 801-1000: 18.7%; 1001-1200: 8.0%; 1201-1500: 13.3%; 1501-2000: 2.7%.

Number of teaching staff: **Full-time:** 1-10: 1.4%; 11-20: 5.4%; 21-30: 13.5%; 31-40: 18.9%; 41-50: 16.2%; 51-60: 14.9%; 61-70: 12.2%; 71-80: 6.8%; 81-90: 6.8%; 91-100: 4.1%. **Part-time:** 1-5: 54.3%; 6-10: 28.6%; 11-15: 12.9%; 16-20: 1.4%; 21-25: 1.4%; 26-30: 1.4%.

Timetable details: Cycle: 5 day 84.2%; 10 day 9.2% ; 'other' 6.6% (Other: 6 day (5).

Total number of teaching periods per five day week: Mean 31.81; SD 7.69.

Timetabled periods the same length: 65.3%. **Total number of minutes per teaching period:** Mean 48.82; SD 11.77. **Total amount of teaching time per five day week (in minutes):** Mean 1459.44 (24.3 hours); SD 107.13.

Length of lunch break (in minutes): Mean 56.93; SD 12.72.

The PE Department

Department/faculty Structure: separate department by itself 73.7%; separate department within a faculty 28.9%; integrated with other subject areas in a faculty 3.9%; separate faculty by itself 2.6%. **Name of faculty:** Physical Education 82.4%; Expressive Arts 4.1%; 'other' 13.5%. (Other: Creative Arts (2); Physical and Expressive Arts; Curriculum Area Expressive Arts; Human and Social; Faculty of

Recreation and Creative Arts; Expressive and Performing Arts; Physical Activities and Expressive Arts; Lifestyle; Physical Education and Games).

Subject areas in faculty: Music 14.5%; Art 11.8%; Drama 11.8%; 'other' 6.6%. (Other: Dance (4); Technology; PSE; English; History, Geography, PSRE).

One overall PE HoD: 86.8%.

	Total		Female		Male	
PE Staff	Mean	SD	Mean	SD	Mean	SD
Full-time Specialist	2.94	1.40	1.30	0.95	1.63	1.03
Part-time Specialist	0.84	0.83	0.64	0.80	0.19	0.47
Non-Specialist	3.24	3.18	1.00	1.44	2.21	2.42

Table E.1 Staff Teaching PE in Secondary Schools

The responses to the remaining part of this section relating to information about PE staff (age, teaching grade, responsibilities within the PE department, percentage of overall time spent teaching PE, and other subjects taught) were incomplete and complex and the decision was taken not to analyse the data set.

Facilities for PE

Indoor Facilities	%
Gymnasium	78.9 (on-site)
School Hall	78.9 (on-site)
Sports Hall	56.0 (46.7 on-site, 9.3 off-site)
Swimming Pool	39.5 (18.4 on-site, 21.1 off-site)
Fitness Centre	36.8 (27.6 on-site, 9.2 off-site)
Squash Courts	28.9 (9.2 on-site, 19.7 off-site)
Dance/Drama Studio	19.7 (17.1 on-site, 2.6 off-site)
Other	19.9 (on-site 18.6; off-site 1.3)

Table E.2 Indoor Facilities for PE in Secondary Schools

(Other: second gym (5); second school hall (2); weights room (2); dining hall; small indoor area; hall/gym; cricket school; snooker room; pavilion; indoor tennis courts).

Outdoor Facilities	%
Playing Fields	92.9 (80.0 on-site, 12.9 off-site)
Hard Play Area (tarmac)	90.7 (on-site)
Hard Play Area (redgra/sporturf)	19.7 (17.1 on-site, 2.6 off-site)
Outdoor Swimming Pool	13.1 (11.8 on-site, 1.3 off-site)
Other	9.1 (on-site 7.8; off-site 1.3)

Table E.3 Outdoor Facilities for PE in Secondary Schools

(Other: tennis courts (2); tennis and netball courts + large grass area; redgra track + cricket wicket; ski slope (off-site)).

Adequacy of facilities: Size of area: indoor facilities: 57.3%; outdoor facilities (hard surfaces): 74.6%; outdoor facilities (playing fields): 83.8%. **Maintenance of area:** indoor facilities: 67.6%; outdoor facilities (hard surfaces): 62.3%; outdoor facilities (playing fields): 70.0%.

Capitation: Less than £500: 13.7%; £501-700: 8.2%; £701-900: 11.0%; £901-1100: 19.2%; £1101-1300: 5.5%; £1301-1500: 5.5%; £1501-1700: 5.5%; £1701-1900: 2.7%; £1901-2100: 5.5%; £2100+: 23.3%.

Comparison with previous year's capitation: same 42.7%; different 57.3% (of which 74.4% represented an increase and 25.6% a decrease).

Adequacy of capitation: adequate 42.1%; just about adequate 23.7%; inadequate 17.1%; totally inadequate 9.2%; very adequate 7.9%.

Other sources of income available: 73.3%. **Sources of income:** Parent-Teachers Association (PTA) 42.1%; fund raising 32.9%; special fund 26.3%; 'other' 19.7%. (Other: selling kit; tuck shop; TVEI (computer software); curriculum development fund; LEA grants; holiday schemes; community use; LEA pay for sports centre through allowance to school; transport fund; joint use budget with local council; community education provision; lettings; old boys club; sports association).

Timetabling and Lesson Content

	Cases	Mins PE per 5 day week		% of Curriculum Time	
Year	n	Mean	SD	Mean	SD
7	71	129.69	29.02	9.05	2.13
8	73	128.26	29.46	8.94	2.16
9	68	123.46	32.13	8.57	2.43
10	70	81.46	31.64	5.66	2.43
11	67	81.85	32.28	5.71	2.48

Table E.4 PE Time for Years 7 to 11 in Secondary Schools

	Cases	Mins PE per 5 day week		% of Curriculum Time	
Year	n	Mean	SD	Mean	SD
10 PE exam	31	159.17	29.71	10.79	2.17
11 PE exam	23	154.35	28.81	10.40	1.94
12 compulsory	14	75.38	39.02	5.42	3.12
12 optional	16	75.31	21.79	5.12	1.31
12 PE exam	12	189.77	96.73	13.41	7.71
13 compulsory	11	80.50	42.59	5.75	3.25
13 optional	14	77.14	22.59	5.25	1.42
13 PE exam	3	245.00	134.44	18.03	12.10

Table E.5 PE Time for Years 12 to 13 and PE Examination Groups (Years 10 to 13)

Same amount of PE for all pupils: year 7: 95.8%.; year 8: 89.0%; year 9: 88.4%; year 10: 84.3%; year 11: 79.7%; year 12: 50.0%; year 13: 52.0%.

Main reasons for different amounts of PE: additional language 10.5%; special needs 5.3%; additional music 3.9%; additional science 2.6%; 'other' 21.1%.

(Other: some do GCSE PE (6); choice/optional (5); re-sits at years 12 + 13; NC demands; community service; timetable clash).

PE examination courses: schools offering exam courses in PE and/or dance: 58.6% (of those schools with 'exam-age' pupils ie. pupils aged 14 years+).

PE and Dance Examination Courses	% Schools with 14+ yrs (n=70)	% Schools with 16+ yrs (n=35)
GCSE Physical Education	50.0	-
CCPR Community Sports Leaders Award	11.4	-
A Level Physical Education	-	11.4
A Level Sports Studies	-	8.6
GCSE Dance	4.3	-
GCSE Sports Studies	1.4	-
YMCA Certificate in Health Related Exercise	0.0	-
Other	4.3	-

Table E.6 PE and Dance Examination Courses in Secondary Schools

(Other: PE extension with possible conversion to GCSE; Emergency First Aid).

Health Related Exercise

Written scheme of work for HRE: 61.8%. **Written/revised:** during the last academic year (1991/92) 43.5%; between two and five years ago 30.4%; during this academic year (1992/93) 23.9%; more than five years ago 2.2%.

Organisation of the Teaching of HRE	%
In specific blocks of work in the PE curriculum	65.8
Through some or all of the other PE activities	55.3
Partly in PE & partly in other area(s) of the school curriculum	32.9
Currently in an unstructured manner	15.8
Totally within other areas of the school curriculum	2.6

Table E.7 Organisation of the Teaching of HRE in Secondary Schools

(Other area(s) of the school curriculum specified: PSE (6); PSRE; PSE/careers; Personal Development course; Science + PSE (2); PSE, Science, Home Economics; Home Economics + Science; Science; extension study module).

Teachers of HRE: all members of the PE department 72.4%; some members of the PE department 25.0%; staff from other departments 22.4%; people from outside the school with particular expertise 3.9%; 'other' 2.6%. (Other: Headteacher; health co-ordinator).

HRE Teaching Blocks/Units

Name of health-related blocks: Health Related Fitness (HRF) 36.8%; Fitness 22.4%; Health Related Exercise (HRE) 17.1%; Health and Fitness 15.8%; Other 3.9%. (Other: X-Country; Fitness Training; Understanding Fitness).

HRE	Cases	Cases	Mins/Year		Organisation of HRE Teaching Blocks			
Year	n	% Yr	Mean	SD	Mixed Sex	Single Sex	Compulsory	Optional
7	35	49.3	350.00	169.57	61.8	38.2	100.0	0.0
8	38	52.1	353.33	141.25	54.1	45.9	100.0	0.0
9	42	60.0	393.33	220.12	42.5	57.5	97.6	2.4
10	27	38.6	496.60	257.72	59.3	40.7	63.0	37.0
11	23	32.9	451.11	235.37	69.6	30.4	47.8	52.2
12	4	11.4	583.33	330.81	50.0	50.0	25.0	75.0
13	4	11.4	583.33	330.81	50.0	50.0	25.0	75.0

Table E.8 Details of HRE Units in the PE Curriculum in Secondary Schools

Description of the Delivery of HRE through the NCPE Activity Areas				
Activity Area	Cases n	Planned & Structured %	Currently Unstructured %	Not At All %
Athletic Activities	69	36.2	59.4	4.3
Dance	46	21.7	54.3	23.9
Games	69	36.2	58.0	5.8
Gymnastic Activities	61	26.2	65.6	8.2
OAA	41	17.1	46.3	36.6
Swimming	44	15.9	54.5	29.5

Table E.9 Description by Secondary School PE HoDs of the Delivery of HRE Through the NCPE Activity Areas

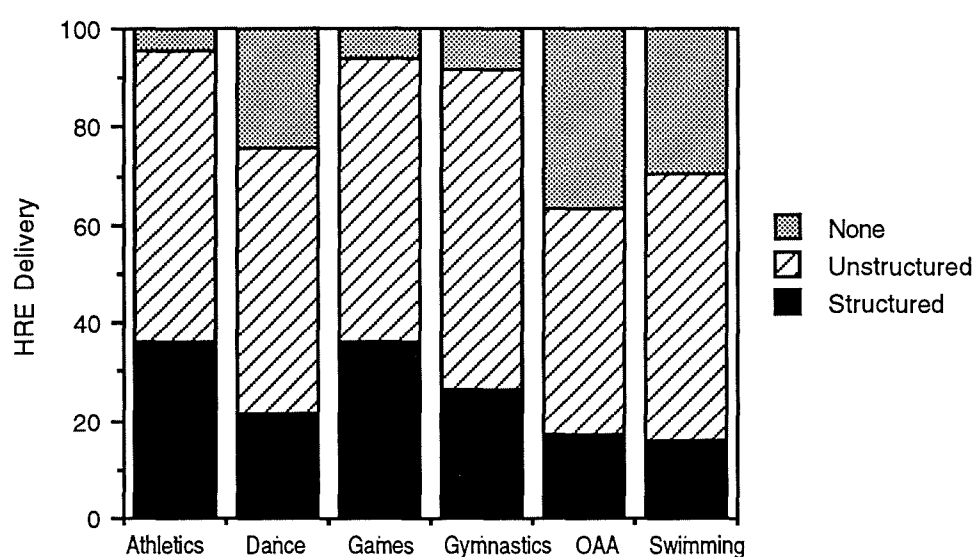


Figure E.1 Description by Secondary School PE HoDs of the Delivery of HRE through the NCPE Activity Areas

Health-Related Activities	Curricular %	Extra-Curricular %
Circuit Training	71.1	26.3
Aerobics	59.2	23.7
Weight Training (free/fixed weights)	57.9	38.2
Jogging	55.3	31.6
Keep Fit	46.1	22.4
Skipping	38.2	9.2
Water Exercise (eg. aqua-aerobics)	10.5	3.9
Other	3.9	3.9

Table E.10 Health-Related Activities in the PE Curriculum and Extra-Curricular Programme in Secondary Schools

(Other: step aerobics (2); multi-gym; X-country (as opposed to jogging); too many to specify).

Compulsory Fitness Testing in the PE Curriculum			
Year	%	Year	%
7	55.4	11	34.8
8	54.7	12	26.3
9	65.1	13	17.6
10	44.2		

Table E.11 Prevalence of Fitness Testing in the PE Curriculum in Secondary Schools

Fitness Tests	%	Fitness Tests	%
Time/distance run	63.2	Pull ups	27.6
Step test	51.3	Shoulder flexibility test	26.3
Multi-Stage Fitness Test	51.3	Body composition (skinfolts)	22.4
Sit and reach flexibility test	51.3	Back flexibility test	19.7
Sit ups/curl ups	48.7	Other	10.5
Push ups	36.8		

Table E.12 Fitness Tests Employed by Secondary School PE HoDs

(Other: grip test, agility, co-ordination, speed, power; body composition (tape measure); cycle ergometer (Fitech); speed bounce, standing broad jump, vertical jump, skipping; skill related fitness: balance, agility, speed; reaction time test; standing long jump; speed; skills: agility, 36 hour endurance test; 'A' level PE tests).

HRE INSET courses attended in the academic year 1992/93 or 1991/92: 28.0%
(within own LEA: 64.0%). **Need for HRE INSET: 95.4%.**

HRE Texts	%
HEA/PEA Health & PE Newsletters	26.3
Fitness for Life by Charles Corbin	22.4
HRF in PE by Stuart Biddle	21.1
HRF by Bill Tancred	18.4
Action for Heart Health (Loughborough University)	15.8
Body in Action by the National Coaching Foundation	15.8
Stretching by Bob Anderson	11.8
Activity Ideas for Heart Health (Loughborough University)	10.5
Structure of the Body by the National Coaching Foundation	6.6
The Exercise Challenge by Sonia McGeorge	5.3
Warming Up and Cooling Down (Loughborough University)	5.3
Swimming for Health by Colin Hardy	5.3
Further Activity Ideas for Heart Health (Loughborough University)	3.9
Other	9.2

Table E.13 Health-Related Texts Used by PE HoDs in Secondary Schools

(Other: Royal Navy material; none specific; Tameside LEA document, Sport Examined, Armstrong's research; several books; HRF NWCPEA in co-operation with Tameside + IM Marsh; An approach to HRF - Scottish Education group + Fitness for Life/Staffordshire LEA; Fitech; Physical Education in Action/Cruickshank et al; Fundamentals of Health and PE; Sports Illustrated; HRF Programme/Brodie).

Awareness of the existence of the HEA Health and Physical Education Project: 54.8%.

Organised events during the academic year 1992/93 or 1991/92 involving the promotion of healthy exercise: 36.0%.

The National Curriculum and In-Service Training (INSET)

Overall view of the NCPE: generally positive 59.5%; neutral or undecided 31.1%; generally negative 9.5%.

General Views of the NCPE	%	General Views of the NCPE	%
Good balance of activities	55.3	Traditional	18.4
Too much jargon	53.9	Easy to understand	17.1
Makes realistic demands of pupils	44.7	Too demanding of pupils	13.2
Too demanding of teachers	44.7	Too narrow a range of activities	10.5
Difficult to interpret	44.7	Not demanding enough of pupils	7.9
Progressive	31.6	Too broad a range of activities	6.6
Written clearly	27.6	Not demanding enough of teachers	1.3
Makes realistic demands of teachers	25.0	Other	13.2

Table E.14 Secondary School PE HoDs' Views of the NCPE

(Other: too much time wasted on assessment and recording; more guidance on assessment needed; assessment could be difficult; assessment very vague; excellent idea; too much paperwork; too bland to be of any use; time factor problems - especially at KS4; superficial when tackling the whole area of PE content, delivery and resourcing; basically what most PE teachers have been teaching for years; possibly too demanding for a large number of pupils who attend inner city schools such as mine; not enough time to fit in everything).

NCPE effects on the PE Curriculum: a little 70.3%; a lot 18.9%; not at all 10.8%.

Adequacy of PE time to meet the needs of the NCPE: adequate 45.2%. **PE time changes since the introduction of the NC:** remained the same 67.1%; decreased 30.1%; increased 2.7%.

Main Changes to PE due to NCPE	%	Main Changes to PE due to NCPE	%
Dealing with assessment and recording	86.8	Decreasing games	19.7
Increasing pupil involvement in learning	50.0	Decreasing swimming	15.8
Expanding teaching and learning styles	42.1	Introducing/increasing gymnastics	15.8
Introducing/increasing outdoor education	42.1	Decreasing gymnastics	7.9
Focusing more on knowledge and understanding	39.5	Increasing games	5.3
Introducing/increasing dance	39.5	Other	0.0
Introducing/increasing HRE	31.6		

Table E.15 Main Changes to PE Due to the NCPE as Perceived by Secondary School PE HoDs

NCPE Activity Areas in the School PE Curriculum				
	Key Stage 3 (n=74)		Key Stage 4 (n=70)	
Activity Area	Compulsory %	Optional %	Compulsory %	Optional %
Athletics	98.6	1.4	52.9	41.4
Dance	67.6	9.5	8.6	35.7
Games	98.6	1.4	72.9	25.7
Gymnastics	94.6	2.7	27.1	30.0
OAA	40.5	18.9	14.3	35.7
Swimming	44.6	2.7	20.0	30.0

Table E.16 NCPE Activity Areas in the PE Curriculum in Secondary Schools

View about HRE being a compulsory component of the NCPE: generally positive 77.0%; neutral or undecided 21.6%; generally negative 1.4%.

Views of the End of Key Stage 3 HRE Statement within the NCPE	Yes/Agree %	Neutral/Undecided %	No/Disagree %
Is important enough to be compulsory	75.0	22.2	2.8
Is relevant for the age group	70.4	24.0	5.6
Is easy to interpret in terms of content	43.7	40.8	15.5
Is easy to assess	30.0	42.9	27.1
Can be delivered via activity areas alone	29.2	45.8	25.0
Needs to be delivered via specific blocks	42.0	42.0	16.0

Table E.17 Secondary School PE HoDs' Views of the EKS 3 HRE Statement in the NCPE

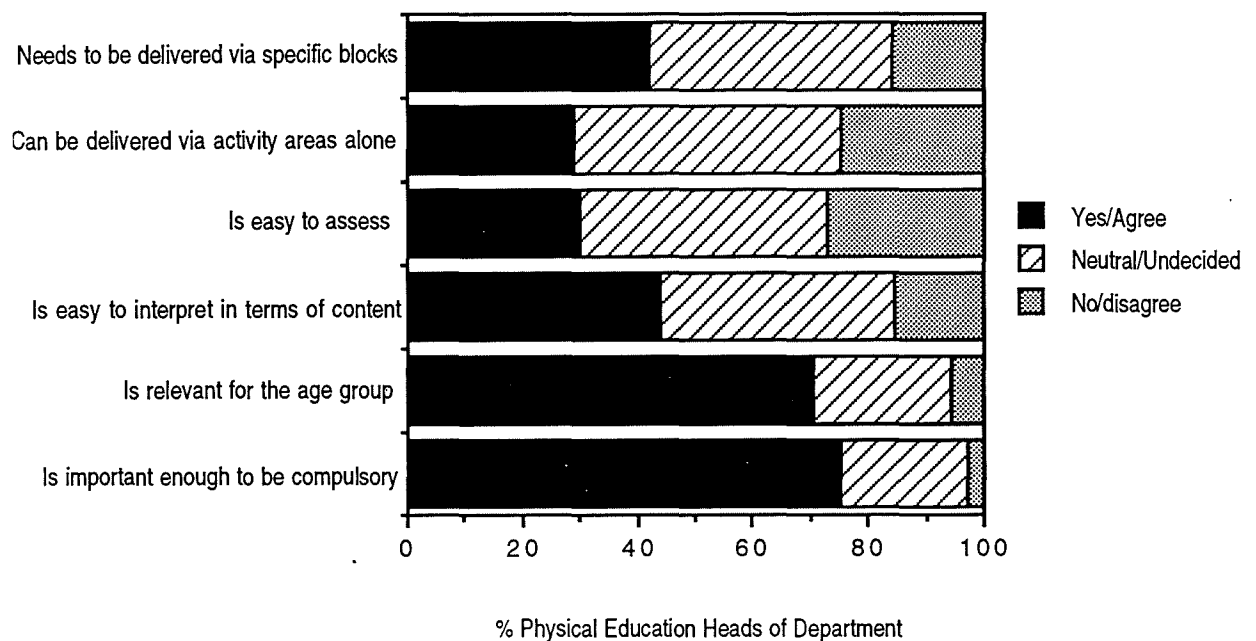


Figure E.2 Secondary School PE HoDs' Views of the EKS 3 HRE Statement: 'By the end of the key stage, pupils should be able to understand the short and long term effects of exercise on the body systems and decide where to focus their involvement in physical activity for a healthy and enjoyable lifestyle' (DES & WO, 1992).

Views of the End of Key Stage 4 HRE Statement within the NCPE	Yes/Agree %	Neutral/Undecided %	No/Disagree %
Is important enough to be compulsory	61.2	31.3	7.5
Is relevant for the age group	68.6	25.4	6.0
Is easy to interpret in terms of content	37.3	40.3	22.4
Is easy to assess	25.8	39.4	34.8
Can be delivered via activity areas alone	21.2	43.9	34.9
Needs to be delivered via specific blocks	48.4	36.0	15.6

Table E.18 Secondary School PE HoDs' Views of the EKS 4 HRE Statement in the NCPE

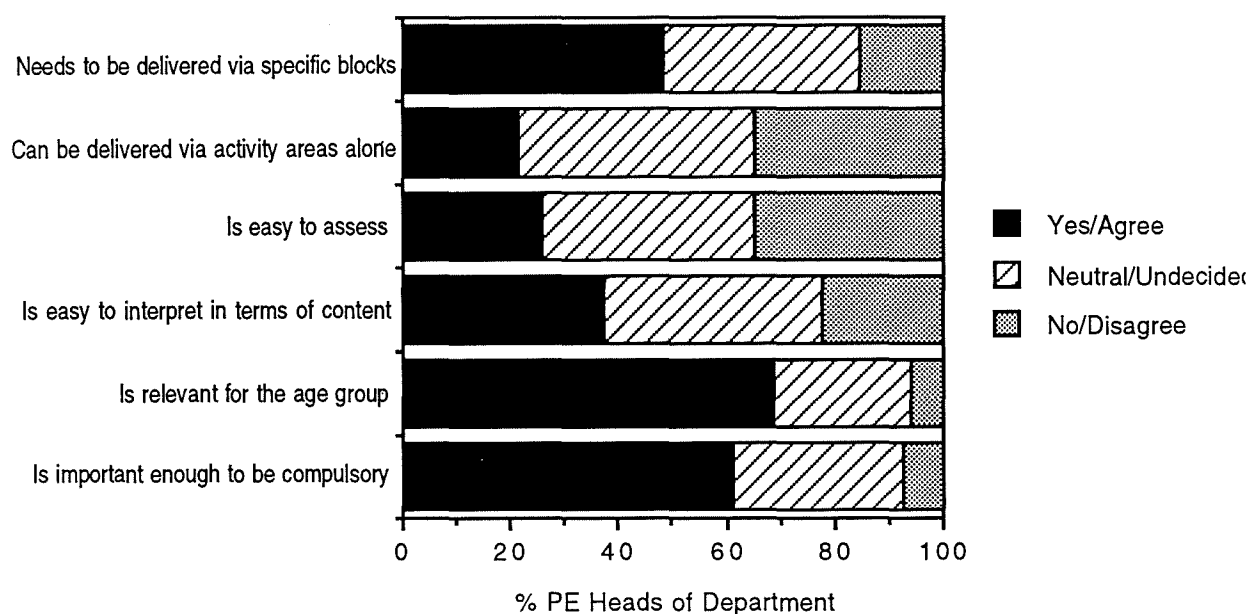


Figure E.3 Secondary School PE HoDs' Views of the EKS 4 HRE Statement: 'By the end of the key stage, pupils should be able to prepare, carry out and monitor personal programmes for a healthy and enjoyable lifestyle, considering the use of community resources where appropriate' (DES & WO, 1992).

INSET: involvement in INSET relating to the NCPE (within the last 12 months): 85.9%.

INSET Topics	%	INSET Topics	%
Planning and Implementation	65.8	Special Needs	18.4
Assessment, Recording & Reporting	64.5	Cross-Curricular Matters	18.4
Dance	26.3	Health Related Exercise	15.8
Games	26.3	Partnerships	7.9
Teaching and Learning Styles	25.0	Examination Courses	11.8
Progression	25.0	Athletics	11.8
Differentiation	19.7	Swimming	5.3
Outdoor Education	19.7	Other	1.3
Gymnastics	18.4		

Table E.19 Topics Covered in the INSET Received by Secondary School PE HoDs

(Other: Trampolining)

Limiting factors for INSET: convenient timing 67.1%; adequate finances 65.8%; suitable supply cover 59.2%; staff interest 32.9%; 'other' 7.9%. (Other: course availability (2); relevant, helpful courses; content and leadership; too great a demand on time from all areas of the curriculum; uncertainty regarding the future of key stages!; independent schools do not receive literature from the state sector and do not allow anybody from the independent sector to attend the courses).

Views of INSET	%
Accessible to the staff who need it	35.8
Enough in terms of amount of time	30.3
Adequate in terms of meeting your needs	25.8

Table E.20 Secondary School PE HoDs' Views of INSET

Priority INSET Needs	%	Priority INSET Needs	%
Assessment, Recording and Reporting	86.8	Special Needs	18.4
Planning and Implementation	69.7	Examination Courses	17.1
Teaching and Learning Styles	43.4	Gymnastics	17.1
Health Related Exercise	42.1	Athletics	5.3
Outdoor Education	42.1	Games	5.3
Progression	38.2	Partnerships	2.6
Dance	36.8	Swimming	2.6
Differentiation	31.6	Other	0.0
Cross-Curricular Matters	22.4		

Table E.21 Priority INSET Needs as Perceived by Secondary School PE HoDs

PE Extra-Curricular Activities

PE extra-curricular activities: after school 98.7%; at lunchtimes 87.8%; at weekends 64.2%; before school 24.2%.

Time on extra-curricular activities per week: Mean 458.16 (7.6 hrs); SD 231.98 mins (3.9 hrs). **Extra-curricular activity time compared with other department members:** more 38.4%; about the same 31.5%; more than some, less than others 27.4%; less 2.7%.

Categories of PE Extra-Curricular Activities	%
Inter-school games fixtures (friendly)	97.3
Inter-school games competitions (league or knockout)	94.6
Team training sessions (for selected players)	91.8
Open access games activities (open to all abilities)	89.2
Inter-house/tutor sporting competitions/fixtures	83.6
Open access (to all abilities) exercise activities (eg. fitness)	70.4
Inter-school non-games competitions (eg. gym, swimming)	47.8
Inter-school non-competitive events or displays (eg. dance)	38.6

Table E.22 Categories of PE Extra-Curricular Activities in Secondary Schools

Additional Comments on Questionnaire: (14 respondents; 18.4%).

Summary of results requested (4); Useful - made me think about many aspects of my PE programme (1); Questionnaire was completed by female member of staff; HoD absent since October (1); Percentage time difficult to work out - needs time and research - took 1 hour without the percentages (1); Would like to know the specific purpose of it (2); Questionnaire does not pick up on managing PE in the NC (1); As HoD I also spend on average 9 hours per week on administration in the evenings and at weekends due to the increasing pressure of the job (1); Nice letter - this is the only questionnaire I've come across that asks relevant down to earth questions. To increase the response rate offer an incentive (anything). In itself the document is fine but has added to the ever increasing 'admin' demands of all teachers! (1); HRF is important but current demands of the NC make it difficult to have separate blocks in KS3 therefore the importance of HRF has to be stressed throughout the year. In KS4 I find HRF very important as it helps to foster an interest in HRE into adult life (1); Our school is an independent school mainly for dyslexic pupils and is not required immediately to follow the NC. I have introduced a HRE programme based on your ideas (I was on Loughborough PGCE course only 3 years ago) - this is implemented in years 7-9 plus examinable years 10-13 (1); Questionnaire assumes that everybody is doing all aspects of the NC; some things we do not do as we do not have the facility (eg. swimming pool); To make adjustments to teaching, planning, implementation, we still need/await guidance on assessment, record-keeping and reporting; We are generally happy that we are teaching NC content as we seem to have been doing for the last few years; This exercise has been very time consuming (1).

SECONDARY SCHOOL QUESTIONNAIRE

SECTION A

GENERAL INFORMATION ABOUT THE SCHOOL

1. **TYPE OF SCHOOL**
(please circle **one** number only)

State middle	1
State comprehensive	2
State grammar	3
Grant maintained middle	4
Grant maintained secondary	5
Independent	6
City Technology College	7
Other (please specify)	8

2. **AGE RANGE**
(please circle **one** number only)

9-13 years	1
10-14 years	2
11-14 years	3
11-16 years	4
11-18 years	5
14-18 years	6
Other (please specify)	7

3. **GENDER**
(please circle **one** number only)

All boys school	1
All girls school	2
Mixed sex school (all years)	3
Other (please specify)	4

4. **TOTAL NUMBER OF PUPILS IN THE SCHOOL** (please circle **one** number only)

Less than 200	01	601-700	06	1101-1200	11
201-300	02	701-800	07	1201-1500	12
301-400	03	801-900	08	1501-2000	13
401-500	04	901-1000	09	Over 2000	14
501-600	05	1001-1100	10		

5. **TEACHING STAFF IN THE SCHOOL**

Number of **FULL-TIME** teaching staff in the whole school (please circle **one** number only)

1-10	01	61-70	07
11-20	02	71-80	08
21-30	03	81-90	09
31-40	04	91-100	10
41-50	05	101-110	11
51-60	06	110+	12

Number of **PART-TIME** teaching staff in the whole school (please circle **one** number only)

1-5	1	16-20	4
6-10	2	21-25	5
11-15	3	26-30	6

6. **TIMETABLE DETAILS**

Does your school run a:	5 day timetable cycle	1
(please circle one number only)	10 day timetable cycle	2
	Other (please specify)	3

What are the total number of **teaching periods per 5 day week**?
(please write numbers in boxes)

Are all timetabled teaching periods the same length of time?

YES NO
1 2

Total number of minutes per **teaching period**
(if the periods are different lengths please state
the most common time in minutes)

 minutes

What is the total amount of teaching time (**in minutes**) in a 5 day week?

Please calculate this by multiplying:

- (a) the total number of teaching periods per 5 day week
by
(b) the total number of minutes per teaching period

 minutes

Please note: if your teaching periods are different lengths, please take this
into account when calculating the total amount of teaching time in a 5 day week.

Length of lunch break in minutes

 minutes

SECONDARY SCHOOL PHYSICAL EDUCATION

SECTION B

GENERAL INFORMATION ABOUT THE P.E. DEPARTMENT

1. DEPARTMENT/FACULTY STRUCTURE

Is Physical Education: (please circle **one** number only)

- a separate department within a mixed subject faculty? **1**
- a separate faculty by itself? **2**
- a separate department (not in a faculty structure)? **3**
- Other (please specify on the line below) **4**

Does the Physical Education Department have **one overall** Head of Department? YES NO Not Applicable
1 2 3
 (as opposed to Head of Boys' PE + Head of Girls' PE)

2. PHYSICAL EDUCATION STAFF

(please write numbers in the boxes provided)

	Total	Male	Female
Number of FULL-TIME SPECIALIST P.E. staff	<div style="border: 1px solid black; width: 40px; height: 20px; display: flex; justify-content: space-between; padding: 0 5px;"> </div>	<div style="border: 1px solid black; width: 40px; height: 20px; display: flex; justify-content: space-between; padding: 0 5px;"> </div>	<div style="border: 1px solid black; width: 40px; height: 20px; display: flex; justify-content: space-between; padding: 0 5px;"> </div>
Number of PART-TIME SPECIALIST P.E. staff	<div style="border: 1px solid black; width: 40px; height: 20px; display: flex; justify-content: space-between; padding: 0 5px;"> </div>	<div style="border: 1px solid black; width: 40px; height: 20px; display: flex; justify-content: space-between; padding: 0 5px;"> </div>	<div style="border: 1px solid black; width: 40px; height: 20px; display: flex; justify-content: space-between; padding: 0 5px;"> </div>
Number of NON-SPECIALIST staff who teach P.E.	<div style="border: 1px solid black; width: 40px; height: 20px; display: flex; justify-content: space-between; padding: 0 5px;"> </div>	<div style="border: 1px solid black; width: 40px; height: 20px; display: flex; justify-content: space-between; padding: 0 5px;"> </div>	<div style="border: 1px solid black; width: 40px; height: 20px; display: flex; justify-content: space-between; padding: 0 5px;"> </div>

The following questions apply to yourself, as Head of Physical Education:

Are you male or female? (please circle the appropriate number) Male Female
1 2

What is your current age in years? (please write numbers in the boxes)

| |

In which year did you **complete** your initial teacher training in Physical Education?

| | | |

How many years experience do you have of teaching Physical Education?

| |

How many years experience do you have of being Head of Physical Education?

| |

Do you have teaching/administrative responsibilities other than in Physical Education?

YES NO
1 2

If yes, please specify the responsibilities and/or other subjects taught below.

Approximately what % of your overall timetable is spent teaching Physical Education in a 5 day week? (eg. 100%, 75%, 50%)

| | |

What is your current teaching grade? (please circle **one** number only)

Standard (MPG)	1	Grade D	5
Grade A	2	Grade E	6
Grade B	3	Other	7
Grade C	4	(eg. different scale) (please specify)	

3. **FACILITIES**

What are the indoor facilities available for Physical Education in your school?
(please circle **one** number for **each** facility listed)

INDOOR FACILITIES	No such facility	On site	Off site
School Hall	1	2	3
2nd School Hall	1	2	3
Gymnasium	1	2	3
2nd Gymnasium	1	2	3
Swimming Pool	1	2	3
Sports Hall	1	2	3
Fitness Centre	1	2	3
Dance/Drama Studio	1	2	3
Squash Courts	1	2	3
Other (please specify)	1	2	3

What are the outdoor facilities available for Physical Education in your school?
(please circle **one** number for **each** facility listed)

OUTDOOR FACILITIES	No such facility	On site	Off site
Playing Fields	1	2	3
Hard Play Area (tarmac)	1	2	3
Hard Play Area (redgra/sportsturf)	1	2	3
Outdoor Swimming Pool	1	2	3
Other (please specify)	1	2	3

Please comment on how adequately your department's needs are met by the facilities available for Physical Education in your school
(please circle **one** number only)

Inadequately	1
Adequately	2
More than adequately	3

4. **CAPITATION**

Please comment on how adequately your department's needs are met by the capitation money available for Physical Education (please circle **one** number only)

Inadequately	1
Adequately	2
More than adequately	3

INFORMATION ABOUT TIMETABLING AND LESSON CONTENT

Please note that all questions relate to the 11-18 age range (i.e. years 7-13)

1. TIMETABLING

How much total P.E. time does each class in a year group have per 5 day week and what % is this of the overall teaching time in a 5 day week? (please write the total number of **minutes per week and the % out of 100** in the boxes below; if you are not on a 5 day timetable, please calculate the average number of minutes per 5 day week).

Please note that if you are pressed for time in completing this questionnaire, the calculations of the percentages can be omitted.

		Total number of <u>minutes</u> of P.E. per week	% overall teaching time in a 5 day week
	Year 7 (age 11-12)	<input type="text"/>	<input type="text"/>
	Year 8 (age 12-13)	<input type="text"/>	<input type="text"/>
	Year 9 (age 13-14)	<input type="text"/>	<input type="text"/>
	Year 10 (age 14-15)	<input type="text"/>	<input type="text"/>
IF APPLICABLE	Year 10 PE exam pupils	<input type="text"/>	<input type="text"/>
	Year 11 (age 15-16)	<input type="text"/>	<input type="text"/>
IF APPLICABLE	Year 11 PE exam pupils	<input type="text"/>	<input type="text"/>
	Year 12 (compulsory P.E.)	<input type="text"/>	<input type="text"/>
	(optional P.E.)	<input type="text"/>	<input type="text"/>
IF APPLICABLE	Year 12 PE exam pupils	<input type="text"/>	<input type="text"/>
	Year 13 (compulsory P.E.)	<input type="text"/>	<input type="text"/>
	(optional P.E.)	<input type="text"/>	<input type="text"/>
IF APPLICABLE	Year 13 PE exam pupils	<input type="text"/>	<input type="text"/>

2. **PHYSICAL EDUCATION EXAMINATION COURSES**

Does your department currently offer examination courses in Physical Education and/or Dance? YES NO
1 2

IF YES, please indicate below the examination courses which are currently in operation during this academic year (1993/94) (please tick as many boxes as are appropriate)

GCSE PHYSICAL EDUCATION ☐

GCSE DANCE ☐

A LEVEL PHYSICAL EDUCATION ☐

A LEVEL SPORTS STUDIES ☐

CCPR COMMUNITY SPORTS LEADERS AWARD ☐

YMCA CERTIFICATE IN HEALTH RELATED EXERCISE ☐

OTHER(S) (eg. BTech) (please specify on the lines below) ☐

3. **HEALTH RELATED EXERCISE**

(National Curriculum term for the area of fitness and health)

Does your department currently have a written scheme of work for health related exercise? YES NO
1 2

IF YES, when was this written/revised? (please circle **one** number only)

More than 5 years ago	1
Between 2 and 5 years ago	2
During the previous academic year (1992/93)	3
During this current academic year (1993/94)	4

IF NO, do you have plans to write a scheme of work for health related exercise? YES NO
1 2

Which phrase best describes the **current** organisation of the teaching of health related exercise in your school? (please tick **one** number only)

Relatively unstructured	1
Partially structured	2
Fully structured	3

The teaching of health related exercise can be organised in several ways:

- A** In specific units of work in the P.E. curriculum
- B** Through some or all of the P.E. activity areas
- C** Partly in PE and partly in other area(s) of the school curriculum (eg. PSE)
- D** Totally within other area(s) of the school curriculum (eg. PSE, lifeskills)
- E** Other methods

Please indicate below which of the stated method or combination of methods most closely reflects the way in which the teaching of health related exercise is currently organised in your school (please circle **one** number only)

- A + B** (units in PE + through some/all PE activity areas) **1**
 - A by itself** (units in PE only) **2**
 - A + B + C** (units in PE + through PE activity areas + other curriculum areas) **3**
 - B by itself** (through some/all PE activity areas) **4**
 - A + C** (units in PE + other curriculum areas) **5**
 - B + C** (through some/all PE activity areas + other curriculum areas) **6**
 - D by itself** (totally within other curriculum areas, none in PE) **7**
 - E** (please specify the method or different combination on the line below) **8**
-

How would you describe the degree of liaison between yourself as Head of Physical Education and the individual responsible for Health Education in your school?
(please circle **one** number only)

- Very close liaison **1**
 - Reasonable liaison **2**
 - Acceptable liaison but needs improving **3**
 - Limited liaison **4**
 - No liaison at all **5**
 - Other (eg. there is no person i/c Health Ed.; you are i/c Health Ed)
(please specify on the line below) **6**
-

Who currently teaches health related exercise in your school?
(please tick as many boxes as are appropriate)

- All members of the P.E. department ☐
 - Some members of the P.E. department ☐
 - Staff from other departments ☐
 - People from outside school with particular expertise ☐
 - Other (please specify on the line below) ☐
-

Health Related Exercise is a National Curriculum term for work in the area of fitness and health. Please indicate below the term(s) you use for this area of work.
(please tick more than one box if several names are used)

- Health Related Fitness ☐
 - Health Related Exercise ☐
 - Health and Fitness ☐
 - Fitness ☐
 - Other (please specify below) ☐
-

HEALTH RELATED EXERCISE UNITS OF WORK

If health related exercise is taught in specific units of work, please provide details below of the time spent on HRE per year and whether the units of work are: (a) taught in mixed or single sex groups, and (b) compulsory or optional.

	Total number of periods of HRE in the whole school year	Total time on HRE (in minutes) in the whole school year	Mixed (1) or single sex (2) teaching groups (write 1 or 2 in the box)	Compulsory (1) or optional (2) (write 1 or 2 in the box)
Year 7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Year 8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Year 9	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Year 10	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Year 11	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Year 12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Year 13	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

How would you describe the current focus of your health-related units of work? (please circle **one** number only)

- Activity-based (eg. units of work on aerobics, circuit-training, skipping) **1**
- Theme-based (eg. units of work on heart health, designing exercise programmes) **2**
- A mixture of activity-based and theme-based work **3**
- Other (please specify) _____ **4**

How would you describe the practical/theory balance of your health-related units of work? (please circle **one** number only)

- Mostly practical with all lessons taken in a practical area **1**
- Mainly practical with a few lessons taken in a classroom **2**
- Split evenly between practical and classroom-based lessons **3**
- Mainly classroom-based with a few lessons taken in a practical area **4**
- Mostly theory with all lessons taken in a classroom **5**

At what time of the year are your health related exercise units usually taught?
(please circle **one** number only)

In the Autumn Term	1	In the Autumn and Spring Terms	5
In the Spring Term	2	In the Spring and Summer Terms	6
In the Summer Term	3	In the Autumn and Summer Terms	7
Throughout all 3 Terms	4	Other (please specify on the line)	8

TEACHING HEALTH RELATED EXERCISE THROUGH THE ACTIVITY AREAS

How is health related exercise currently being delivered through the P.E. activity areas?
(please circle **one** number only for **each** activity area)

	Not at all	Currently unstructured	Structured manner
Athletic Activities	1	2	3
Dance	1	2	3
Games	1	2	3
Gymnastic Activities	1	2	3
Outdoor and Adventurous Activities	1	2	3
Swimming	1	2	3

HEALTH RELATED ACTIVITIES

Are any of the following health-related activities offered to pupils:

(a) within the curriculum (either compulsory or optional)?

(b) as part of the extra-curricular programme (i.e. before or after school, at lunchtimes, or at weekends)?

(please tick as many of the following boxes as are appropriate)

	Curricular (compulsory)	Curricular (optional)	Extra-curricular
Aerobics (i.e. exercise with music)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keep fit (eg. calisthenics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Circuit training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weight training (fixed weights)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weight training (free weights)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skipping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jogging (as opposed to cross country)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross-country running	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water exercise (eg. aqua-aerobics, aqua-fit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other(s) (please specify on the line below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FITNESS TESTING

Is some form of fitness testing a **compulsory** component of the Physical Education curriculum for any pupils?

YES NO
1 2

Please indicate below whether fitness testing is either a **compulsory or an optional** component of the Physical Education curriculum for any of the following year groups (please circle **one** number for **each** year group)

	Not applicable (year group not in school)	No fitness testing	Optional testing	Compulsory testing
Year 7	1	2	3	4
Year 8	1	2	3	4
Year 9	1	2	3	4
Year 10	1	2	3	4
Year 11	1	2	3	4
Year 12	1	2	3	4
Year 13	1	2	3	4

If fitness testing is included for any year group, which of the following tests are used? (please tick as many boxes as are appropriate)

- Step test ☐
- Time/distance run ☐
- Multi-Stage Fitness Test ('bleep' test) ☐
- Sit and reach flexibility test ☐
- Shoulder flexibility test ☐
- Back flexibility test ☐
- Sit ups/curl ups ☐
- Push ups ☐
- Pull ups ☐
- Body Composition (skinfolds) ☐
- Other(s) (please specify below) ☐

Are pupil's fitness levels/scores reported to parents either verbally or in a written report?
(please circle **one** number only)

- Always **1**
- Sometimes **2**
- Never **3**

Does your department record pupils' activity levels
(both within and outside of school)?

- YES **1**
- NO **2**

Are pupil's activity levels reported to parents either verbally or in a written report?
(please circle **one** number only)

- Always **1**
- Sometimes **2**
- Never **3**

Do any of your feeder primary schools include health related work in their curriculum? (please circle **one** number only)

- | | |
|--|----------|
| None of them do | 1 |
| Some of them do | 2 |
| All of them do | 3 |
| Other (please specify on the line below) | 4 |
-

Which of the following areas are included in the content of your health related work? (please tick as many boxes as are appropriate)

- | | |
|--|--------------------------|
| Stamina or cardiovascular/cardiorespiratory/heart health | <input type="checkbox"/> |
| Strength/muscular strength & endurance/muscle health | <input type="checkbox"/> |
| Suppleness/flexibility/stretching | <input type="checkbox"/> |
| Following/planning/designing exercise programmes | <input type="checkbox"/> |
| Measuring/monitoring/fitness testing | <input type="checkbox"/> |
| Relaxation/stress management | <input type="checkbox"/> |
| Weight management | <input type="checkbox"/> |
| Other(s) (please specify on the lines below) | <input type="checkbox"/> |
-
-

6

HEALTH RELATED EXERCISE RESOURCES

Do your staff use any of the following texts to assist in the teaching of health related exercise? (please tick as many of the following boxes as are appropriate)

- | | |
|---|--------------------------|
| Health-Related Fitness in Physical Education by Stuart Biddle | <input type="checkbox"/> |
| Health Related Fitness by Bill Tancred | <input type="checkbox"/> |
| Fitness for Life by Charles Corbin | <input type="checkbox"/> |
| HEA Health and Physical Education Newsletters | <input type="checkbox"/> |
| The Exercise Challenge by Sonia McGeorge | <input type="checkbox"/> |
| Action for Heart Health (Loughborough University) | <input type="checkbox"/> |
| Activity Ideas for Heart Health (Loughborough University) | <input type="checkbox"/> |
| Further Activity Ideas for Heart Health (Loughborough University) | <input type="checkbox"/> |
| Warming Up and Cooling Down (Loughborough University) | <input type="checkbox"/> |
| Swimming for Health by Colin Hardy | <input type="checkbox"/> |
| Stretching by Bob Anderson | <input type="checkbox"/> |
| The Body in Action (booklet and/or video) by the NCF | <input type="checkbox"/> |
| An Introduction to the Structure of the Body by the NCF | <input type="checkbox"/> |
| Other(s) (please specify on the lines below) | <input type="checkbox"/> |
-
-

Does your department regularly use any health or fitness related computer software with pupils in curriculum time?	YES 1	NO 2
--	-----------------	----------------

If yes, please provide the name of the software package(s) on the line below.

Does your department possess and use any of the following health-related resources with pupils in curriculum time: **(please tick as many of the following boxes as are appropriate)**

- | | |
|--|--------------------------|
| Posters/charts (commercially produced) | <input type="checkbox"/> |
| Posters/charts (home-made versions) | <input type="checkbox"/> |
| Workcards/worksheets (commercially produced) | <input type="checkbox"/> |
| Workcards/worksheets (home-made versions) | <input type="checkbox"/> |
| Heart rate/pulse monitor(s) | <input type="checkbox"/> |
| Pedometers | <input type="checkbox"/> |
| Sit and reach box (commercially produced) | <input type="checkbox"/> |
| Sit and reach box (home-made version) | <input type="checkbox"/> |
| Flexibility testers/flexmeters (commercially produced) | <input type="checkbox"/> |
| Goniometers | <input type="checkbox"/> |
| Dynamometers | <input type="checkbox"/> |
| Skinfold calipers | <input type="checkbox"/> |
| Weighing Scales | <input type="checkbox"/> |
| Spirometers/Peak Flow Meters | <input type="checkbox"/> |
| Blood Pressure Monitors | <input type="checkbox"/> |
| Other (please specify on the lines below) | <input type="checkbox"/> |

Have any events been (or are being) organised in your school during the previous academic year (92/93) or this (93/94) which have involved the promotion of healthy exercise (eg. a sponsored event, health evening)?	YES 1	NO 2
---	-----------------	----------------

Does your school currently have a written policy for the promotion of exercise/physical activity?	YES 1	NO 2
---	-----------------	----------------

Are you aware of the existence of the HEA Health and Physical Education Project which is based at Loughborough University?	YES 1	NO 2
--	-----------------	----------------

HEALTH RELATED EXERCISE INSET

Have any members of your department attended any inset courses on health related exercise/fitness during this academic year (93/94) or the last (92/93)?	YES 1	NO 2
--	-----------------	----------------

Do you consider that any or all of your staff need any (or further) inset on health related exercise?	YES 1	NO 2
---	-----------------	----------------

SECTION D

INFORMATION ABOUT THE NATIONAL CURRICULUM AND INSET

1. PHYSICAL EDUCATION IN THE NATIONAL CURRICULUM

How would you describe your overall view of the Physical Education National Curriculum document and its contents? (please circle **one** number only)

- | | |
|----------------------|----------|
| Generally positive | 1 |
| Neutral or undecided | 2 |
| Generally negative | 3 |

What other general views do you hold of the Physical Education National Curriculum document and its contents? (please tick as many of the following boxes as considered appropriate)

- | | |
|-------------------------------------|--------------------------|
| Written clearly | <input type="checkbox"/> |
| Too much jargon | <input type="checkbox"/> |
| Easy to understand | <input type="checkbox"/> |
| Difficult to interpret | <input type="checkbox"/> |
| Good balance of activities | <input type="checkbox"/> |
| Too narrow a range of activities | <input type="checkbox"/> |
| Too broad a range of activities | <input type="checkbox"/> |
| Makes realistic demands of pupils | <input type="checkbox"/> |
| Too demanding of pupils | <input type="checkbox"/> |
| Not demanding enough of pupils | <input type="checkbox"/> |
| Makes realistic demands of teachers | <input type="checkbox"/> |
| Too demanding of teachers | <input type="checkbox"/> |
| Not demanding enough of teachers | <input type="checkbox"/> |
| Traditional | <input type="checkbox"/> |
| Progressive | <input type="checkbox"/> |
| Other (please specify below) | <input type="checkbox"/> |
-

How much do you think the National Curriculum will affect (or has affected) the Physical Education curriculum in **your** school? (please circle **one** number only)

- | | |
|------------|----------|
| A lot | 1 |
| A little | 2 |
| Not at all | 3 |

Do you think that the amount of time allocated to Physical Education in your school is adequate to meet the needs of the National Curriculum?

- | | YES | NO |
|---------------------------|----------|----------|
| Key Stage 3 (11-14 years) | 1 | 2 |
| Key Stage 4 (14-16 years) | 1 | 2 |

Has the time allocated to Physical Education in your school increased, decreased or stayed the same since the introduction of the National Curriculum? (please circle **one** number only)

Increased	Decreased	Same
1	2	3

What do you consider are (or have been) the main changes (if any) to the Physical Education curriculum in **your** school? (please tick as many of the boxes as considered appropriate)

- | | |
|---|--------------------------|
| Dealing with assessment and recording | <input type="checkbox"/> |
| Expanding teaching and learning styles | <input type="checkbox"/> |
| Increasing pupil involvement in learning | <input type="checkbox"/> |
| Focusing more on knowledge and understanding | <input type="checkbox"/> |
| Introducing or increasing dance | <input type="checkbox"/> |
| Introducing or increasing outdoor education | <input type="checkbox"/> |
| Introducing or increasing health related exercise | <input type="checkbox"/> |
| Introducing or increasing gymnastics | <input type="checkbox"/> |
| Increasing games | <input type="checkbox"/> |
| Decreasing gymnastics | <input type="checkbox"/> |
| Decreasing swimming | <input type="checkbox"/> |
| Decreasing games | <input type="checkbox"/> |
| Other(s) (please specify on the line below) | <input type="checkbox"/> |

7

Which National Curriculum activity areas are **included** in your Key Stage 3 (KS3) and Key Stage 4 (KS4) P.E. programmes (both compulsory and optional)? (please tick as many boxes as are appropriate)

	KS3 Compulsory	KS3 Optional	KS4 Compulsory	KS4 Optional
Athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor & Adventurous Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Related Exercise (in separate blocked units)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is your view about health related exercise being a **compulsory** component of Physical Education? (please circle **one** number only)

Generally positive	1
Neutral or undecided	2
Generally negative	3

This next question relates to the following end of key stage 3 HRE (health related exercise) statement within the Physical Education National Curriculum document:

***By the end of Key Stage 3, pupils should be able to:
understand the short and long term effects of exercise on the body systems and
decide where to focus their involvement in physical activity for a healthy and
enjoyable lifestyle***

(please circle **one** number only on **each** line)

The above HRE EKSS:	YES/ AGREE	NEUTRAL/ UNDECIDED	NO/ DISAGREE
Is important enough to be compulsory	1	2	3
Is relevant for the age group	1	2	3
Is easy to interpret in terms of content	1	2	3
Is easy to assess	1	2	3
Can be delivered via activity areas alone	1	2	3
Needs to be delivered via specific units	1	2	3

This next question relates to the following end of key stage 4 HRE (health related exercise) statement within the Physical Education National Curriculum document:

***By the end of Key Stage 4, pupils should be able to:
prepare, carry out and monitor personal programmes for a healthy and
enjoyable lifestyle, considering the use of community resources where
appropriate***

(please circle **one** number only on **each** line)

The above HRE EKSS:	YES/ AGREE	NEUTRAL/ UNDECIDED	NO/ DISAGREE
Is important enough to be compulsory	1	2	3
Is relevant for the age group	1	2	3
Is easy to interpret in terms of content	1	2	3
Is easy to assess	1	2	3
Can be delivered via activity areas alone	1	2	3
Needs to be delivered via specific units	1	2	3

Do you think that health related exercise should have been an activity area in its own right within the Physical Education National Curriculum?	YES	NO
	1	2

2. **INSET**

Have you or any member of your department been involved in any inset courses relating to Physical Education in the National Curriculum during this (93/94) or the last (92/93) academic year?	YES	NO
	1	2

Please indicate below the main topic(s) covered by the inset attended (even if many topics were covered in a 'general' or 'multi-faceted' day or days) (please tick as many boxes as are appropriate)

Planning and Implementation	<input type="checkbox"/>	Athletics	<input type="checkbox"/>
Teaching and Learning Styles	<input type="checkbox"/>	Dance	<input type="checkbox"/>
Progression	<input type="checkbox"/>	Games	<input type="checkbox"/>
Differentiation	<input type="checkbox"/>	Gymnastics	<input type="checkbox"/>
Special Needs	<input type="checkbox"/>	Outdoor Education	<input type="checkbox"/>
Assessment, Recording + Reporting	<input type="checkbox"/>	Swimming	<input type="checkbox"/>
Cross-Curricular Matters	<input type="checkbox"/>	Health Related Exercise	<input type="checkbox"/>
Partnerships	<input type="checkbox"/>	Other (please specify below)	<input type="checkbox"/>
Examination Courses	<input type="checkbox"/>	_____	

8

Do you consider any of the following to be limiting factors in terms of inset training? (please tick as many boxes as are considered appropriate)

Adequate finances	<input type="checkbox"/>
Suitable supply cover	<input type="checkbox"/>
Convenient timing of inset courses	<input type="checkbox"/>
Staff interest	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

In general, do you consider that the inset training available to you is: (please circle **one** number on **each** line)

	YES	NO
Sufficient in terms of length of time	1	2
Adequate in terms of meeting your needs	1	2
Accessible to the staff who need it	1	2

What do you think are your Department's **TOP 5 PRIORITY** inset needs? (please tick **ONLY 5** of the following 17 boxes)

Planning and Implementation	<input type="checkbox"/>	Athletics	<input type="checkbox"/>
Teaching and Learning Styles	<input type="checkbox"/>	Dance	<input type="checkbox"/>
Progression	<input type="checkbox"/>	Games	<input type="checkbox"/>
Differentiation	<input type="checkbox"/>	Gymnastics	<input type="checkbox"/>
Special Needs	<input type="checkbox"/>	Outdoor Education	<input type="checkbox"/>
Assessment, Recording + Reporting	<input type="checkbox"/>	Swimming	<input type="checkbox"/>
Cross-Curricular Matters	<input type="checkbox"/>	Health Related Exercise	<input type="checkbox"/>
Partnerships	<input type="checkbox"/>	Other (please specify below)	<input type="checkbox"/>
Examination Courses	<input type="checkbox"/>	_____	

SECTION E

INFORMATION ABOUT P.E. EXTRA-CURRICULAR ACTIVITIES

Are extra-curricular activities offered to pupils on a regular basis at any of the following times? (please circle **one** number on **each** line)

	YES	NO
Before school	1	2
At lunchtimes	1	2
After school	1	2
At weekends	1	2

Is your department involved in running any of the following activities in extra-curricular time (i.e. before or after school, during lunchtimes, or at weekends)? (please circle **one** number on **each** line)

	YES	NO
Team training sessions (for selected players)	1	2
Games activities open to all abilities	1	2
Exercise activities open to all abilities (eg. aerobics, jogging, swimming, circuits, fitness)	1	2
Inter-house or inter-tutor games competitions/fixtures	1	2
Inter-house or inter-tutor non-games competitions (eg. gymnastics, trampolining, swimming)	1	2
Inter-school games fixtures (friendly)	1	2
Inter-school games competitions (eg. league or knockout)	1	2
Inter-school non-games competitions (eg. gymnastics, trampolining, swimming)	1	2
Inter-school non-competitive events or displays (eg. dance)	1	2

In an average week, how much time do **you** personally spend on extra-curricular activities with pupils (i.e. before or after school, during lunchtimes, or at weekends)? (please write the **total number of minutes per week** in the appropriate boxes)

minutes

eg. 7 hours = 7 x 60 minutes = 420 minutes =

minutes

Would you say that your school currently offers a wide range of physical activities which are accessible to all? (please circle **one** number only)

Yes it does

It partially does

No it does not

1

2

3

Would you say that working towards health is currently an important cultural practice within your school? (please circle **one** number only)

Yes it is

It partially is

No it is not

1

2

3

390

ALL SCHOOLS

A final question! If the content of the Physical Education National Curriculum has to be reduced at Key Stages 3 and 4 in the future, in what way(s) do you think this could be achieved?

INDEPENDENT SCHOOLS ONLY

If your school is an independent school, can you please respond to the following additional questions relating to the National Curriculum:

Is your department following (or intending to follow) the Physical Education National Curriculum? (please circle **one** number only)

YES	NO	PARTLY
1	2	3

If **YES** or **PARTLY**, please specify which of the following components you intend to follow (please tick as many boxes as are appropriate):

Athletics	<input type="checkbox"/>
Dance	<input type="checkbox"/>
Games	<input type="checkbox"/>
Gymnastics	<input type="checkbox"/>
Outdoor and Adventurous Activities	<input type="checkbox"/>
Swimming	<input type="checkbox"/>
Health Related Exercise	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆

**FINALLY, THANK YOU FOR SPENDING VALUABLE TIME
COMPLETING THIS QUESTIONNAIRE.**

**Please return the completed questionnaire in the enclosed
self-addressed freepost envelope to:**

**Jo Harris
Department of Physical Education, Sports Science
and Recreation Management
Loughborough University
Loughborough
Leicestershire
LE11 3TU**

by MONDAY 1st NOVEMBER 1993. Thank you very much.

Appendix G: Main Survey Contextual Results

National Sample; N=1000; 72.8% Response Rate

General Information about the School

Type: state comprehensive 56.3%; grant maintained 19.2%; independent 14.1%; state middle 6.7%; state grammar 1.8%; grant maintained middle 1.4%; City Technology College (CTC) 0.4%. State-maintained: 64.8%; grant-maintained: 20.6%; independent/CTC: 14.6%.

Age range: 11-18: 41.4%; 11-16: 33.1%; 8/9-12/13: 7.2%; varied ages to 17/18: 5.2%; 14-18: 4.1%; varied ages to 15/16: 3.2%; 12-18: 2.2%; 13-18: 2.1%; 11-14: 0.7%; 10-14: 0.4%; 'other' 0.4%. (Other: 5-12 (1); 13-19 (1). Combined KS3/4: 87.6%; mainly KS4+: 4.1%; mainly KS3: 8.3%.

Gender: mixed sex 79.9%; all girls 12.5%; all boys 5.1%; boys with mixed sixth form: 1.5%; girls with mixed sixth form: 0.7%; 'other' 0.3%. (Other: mixed primary-age pupils with single sex secondary-age pupils).

Mixed sex: 80.2%; predominantly single sex: 19.8% (single sex: 17.6%; single sex with mixed sex sixth form: 2.2%).

Number of pupils: <200: 3.3%; 201-300: 6.0%; 301-400: 6.3%; 401-500: 8.1%; 501-600: 8.3%; 601-700: 12.0%; 701-800: 11.3%; 801-900: 10.2%; 901-1000: 10.2%; 1001-1100: 7.4%; 1101-1200: 7.0%; 1201-1500: 8.1%; 1501-2000: 2.1%.

Number of teaching staff: **Full-time:** 1-10: 2.1%; 11-20: 8.5%; 21-30: 10.3%; 31-40: 17.0%; 41-50: 20.9%; 51-60: 14.8%; 61-70: 11.9%; 71-80: 7.3%; 81-90: 3.8%; 91-100: 2.2%; 101-110: 0.9%; 110+: 0.3%. **Part-time:** 1-5: 52.9%; 6-10: 28.2%; 11-15: 11.5%; 16-20: 4.4%; 21-25: 1.4%; 26-30: 1.6%.

Timetable Details: **Cycle:** 5 day 85.2%; 10 day 10.3% ; 6 day 2.6%; 5.5 day 1.0%; 'other' 0.9% (Other: fortnightly cycle (1); PSE, RE, PE, music rotate on 10 day timetable (1); 4 days x 8 periods, 1 day 10 periods (1); week A Mon different to week B Mon (1); 10 day timetable for top 4 years, rest of school on 5 day (1); 7 day timetable (1); term timetable (1).

With respect to the timetable cycle, there were significant differences between (1) state and independent schools ($p < 0.0001$) with more state than independent schools having a five or ten day timetable cycle, and (2) mixed and single sex schools ($p < 0.05$) with more single than mixed sex schools having a six or ten day timetable

cycle, and (3) small, medium and large schools ($p < 0.01$) with more small schools having a five day timetable cycle than medium-sized and large schools.

Total number of teaching periods per five day week: Mean 32.80; SD 8.86.
Timetabled periods the same length: 66.0%. **Total number of minutes per teaching period:** Mean: 47.77; SD 12.33.

Total amount of teaching time per five day week (in minutes): Mean: 1470.26 (24.5 hours); SD 113.85.

With respect to total teaching time in a five day week, there were significant differences between (1) state and independent schools ($p < 0.0001$) with independent schools (1569.2 minutes) having more time than state schools (1453.6 minutes), and (2) mixed and single sex schools ($p < 0.0001$) with single sex schools (1521.1 minutes) having more time than mixed sex schools (1459.0 minutes), and (3) small, medium and large schools ($p < 0.01$) with small schools (1489.5 minutes) having more time than medium-sized (1462.3 minutes) and large schools (1459.2 minutes).

Length of lunch break (in minutes): Mean: 58.49; SD: 10.71.

With respect to the length of the lunch break, there were significant differences between (1) state and independent schools ($p < 0.0001$) with independent schools having longer lunch breaks (66.6 minutes) than state schools (57.2 minutes), and (2) mixed and single sex schools ($p < 0.0001$) with single sex schools having longer lunch breaks (63.4 minutes) than mixed sex schools (57.2 minutes), and (3) small, medium and large schools ($p < 0.05$) with small schools having longer lunch breaks (59.6 minutes) than medium-sized (58.7 minutes) and large schools (57.2 minutes).

The PE Department

Department/faculty structure: separate department (not in a faculty structure) 61.0%; separate department within a mixed subject faculty 24.0%; separate faculty by itself 13.8%; 'other' 1.3%.

With respect to the structure of the department/faculty, there were significant differences between (1) state and independent schools with more independent than state schools having a separate department (not in a faculty structure) ($p < 0.0001$), and (2) mixed and single sex schools with more single than mixed sex schools having a separate department (not in a faculty structure) ($p < 0.05$), and (3) small, medium and large schools with more small schools having a separate department (not in a faculty structure) in comparison with medium-sized and large schools ($p < 0.01$).

One overall PE HoD (as opposed to head of girls' PE and head of boys' PE): 85.8%.
 With respect to there being one overall PE HoD, there were no significant differences between (1) state and independent schools, or (2) small, medium and large schools.

	Total		Female		Male	
	Mean	SD	Mean	SD	Mean	SD
PE Staff						
Full-time Specialist	3.00	1.51	1.51	0.93	1.49	1.04
Part-time Specialist	1.16	1.50	0.70	0.96	0.47	0.93
Non-Specialist	2.06	3.97	0.59	1.18	1.38	3.31

Table G.1 Number of Female and Male Staff Teaching PE in Secondary Schools

Staff Teaching PE (Mean Values)			
Category of Staff Teaching PE	State Schools	Independent Schools	Significance Level
Full-Time Specialist	3.2	1.9	p<0.0001
Female Full-Time Specialist	1.6	1.1	p<0.0001
Male Full-Time Specialist	1.6	0.7	p<0.0001
Part-Time Specialist	1.1	1.6	p<0.01
Female Part-Time Specialist	0.6	1.1	p<0.0001
Non-Specialist	1.9	2.9	p<0.05
Male Non-Specialist	1.2	2.3	p<0.01

Table G.2 Number of Staff Teaching PE in State and Independent Secondary Schools

Staff Teaching PE (Mean Values)			
Category of Staff Teaching PE	Mixed Sex Schools	Single Sex Schools	Significance Level
Full-Time Specialist	3.2	2.1	p<0.0001
Female Full-Time Specialist	1.6	1.3	p<0.05
Male Full-Time Specialist	1.7	0.7	p<0.0001
Female Part-Time Specialist	0.7	0.9	p<0.05
Male Part-Time Specialist	0.5	0.3	p<0.05

Table G.3 Number of Staff Teaching PE in Mixed and Single Sex Secondary Schools

Staff Teaching PE (Mean Values)				
Category of Staff Teaching PE	Small Schools	Medium Schools	Large Schools	Significance Level
Full-Time Specialist	1.8	2.8	4.3	p<0.0001
Female Full-Time Specialist	1.0	1.4	2.0	p<0.0001
Male Full-Time Specialist	0.8	1.4	2.3	p<0.0001
Part-Time Specialist	0.9	1.2	1.4	p<0.001
Female Part-Time Specialist	0.6	0.7	0.8	p<0.05
Male Part-Time Specialist	0.3	0.5	0.6	p<0.01
Female Non-Specialist	0.8	0.5	0.4	p<0.001

Table G.4 Number of Staff Teaching PE in Small, Medium and Large Secondary Schools

Profile of Head of Physical Education	
Gender	Female 41.1%; Male 58.9%
Current Age	Mean 39.13 years; SD 7.18 years
Year Completed Teacher Training	Mean 1976 (Range 1953-1993)
PE Teaching Experience	Mean 16.26 years; SD 6.93 years
PE HoD Experience	Mean 8.85 years; SD 7.14 years
Current Teaching Grade	B 33.5%; C 29.0%; D 15.8%; A 8.5%; MPG 5.5%; E 1.1; 'other' 6.6.
PE Teaching Timetable	Mean 81.38%; SD 19.50%
Non-PE Administrative Responsibilities	67.8%

Table G.5 Profile of PE HoDs in Secondary Schools: Gender, Age, Teaching Experience, Grade, Responsibilities and Timetable

Profile of PE HoD (%)			
Gender of PE HoD	State Schools	Independent Schools	Significance Level
Female PE HoD	38.9	55.0	p<0.01
Male PE HoD	61.1	45.0	

Table G.6 Gender of PE HoDs in State and Independent Secondary Schools

Profile of PE HoD (Mean Values/%)				
	Small Schools	Medium Schools	Large Schools	Significance Level
Year Completed Teacher Training	1977	1975-76	1975	p<0.05
PE HoD Experience (years)	7.7	9.1	9.7	p<0.01
% PE Teaching Timetable	73.5	84.1	86.0	p<0.0001
Additional non-PE responsibilities	81.4	68.5	55.2	p<0.0001

Table G.7 Profile of PE HoDs in Small, Medium and Large Secondary Schools: Teaching Experience, Timetable and Responsibilities

Profile of PE HoD (Mean Values)			
	Female PE HoD	Male PE HoD	Significance Level
Age of PE HoD	38.1	39.8	p<0.01
Years Experience as PE HoD	7.4	10.1	p<0.0001
% Timetable Teaching PE	84.3	79.4	p<0.01

Table G.8 Profile of Female and Male PE HoDs in Secondary Schools: Age, Teaching Experience and Timetable

With respect to the gender of the PE HoD, there were significant differences between PE HoDs in (1) state and independent schools (p<0.01) with more male PE HoDs in state (61.1%) than independent schools (45.0%), and (2) mixed and single sex schools (p<0.0001) with more female PE HoDs in single sex (70.1%) than mixed sex schools (34.7%), and (3) small, medium and large schools (p<0.01) with more male PE HoDs in large (66.4%) and medium-sized (59.5%) than in small schools (48.6%).

There were significant differences in the age of the PE HoD between female and male PE HoDs (p<0.01) with more male (56.8%) than female PE HoDs (45.2%) being aged 39 years or more. However, with respect to the age of the PE HoD, there were no significant differences between PE HoDs in (1) state and independent schools, or (2) mixed and single sex schools, or (3) small, medium and large schools.

With respect to the teaching experience of the PE HoD, there were significant differences between PE HoDs in (1) small, medium and large schools (p<0.05) with more PE HoDs in large (57.8%) and medium-sized (54.6%) than small schools (46.1%) having sixteen years or more teaching experience, and between (2) female and male PE HoDs (p<0.05) with more male (57.5%) than female PE HoDs (48.0%) having sixteen years or more teaching experience.

With respect to the teaching grade of the PE HoD, there were significant differences between PE HoDs in (1) state and independent schools ($p<0.0001$) with more PE HoDs in state (67.8%) than independent schools (26.4%) being on grades B or C, and more PE HoDs in independent (37.4%) than state (2.0%) schools being on a different grading system, and (2) small, medium and large schools ($p<0.0001$) with larger proportions of the PE HoDs in small schools being on grade B (30.1%) or on a different grading system (13.7%), more of the PE HoDs in the medium-sized schools being on grades B (44.9%) or C (30.1%), and more of the PE HoDs in large schools being on grades C (43.0%) or D (25.0%), and between (3) female and male PE HoDs ($p<0.0001$) with more male (54.7%) than female PE HoDs (30.5%) on teaching grades C and D, and more female (54.1%) than male PE HoDs (33.3%) on teaching grades A and B. However, with respect to the teaching grade of the PE HoD, there were no significant differences between PE HoDs in mixed and single sex schools.

Indoor Facilities	Total	On-Site	Off-Site
	%	%	%
Gymnasium	79.3	79.2	0.1
School Hall	75.9	75.9	0.0
Sports Hall	54.0	48.7	5.3
Swimming Pool	39.1	23.2	15.9
Fitness Centre	37.2	32.5	4.7
Dance/Drama Studio	32.0	31.3	0.7
Squash Courts	26.2	12.6	13.6
2nd Gymnasium	16.6	15.7	0.9
2nd School Hall	14.4	14.0	0.4
Other	9.5	6.9	2.6

Table G.9 Indoor Facilities for PE in Secondary Schools

Outdoor Facilities	Total	On-Site	Off-Site
	%	%	%
Playing Fields	96.8	87.8	9.0
Hard Play Area (tarmac)	93.4	92.4	0.7
Hard Play Area (redgra/sportsturf)	26.7	23.0	3.7
Outdoor Swimming Pool	13.9	12.2	1.7
Other	13.4	4.9	8.5

Table G.10 Outdoor Facilities for PE in Secondary Schools

PE Facilities (%)			
Facility	State Schools	Independent Schools	Significance Level
School Hall (on-site)	78.1	63.7	p<0.01
Gymnasium (on-site)	82.4	60.6	p<0.0001
Second Gymnasium (on-site)	17.3	5.2	p<0.01
Swimming Pool (on + off-site)	35.3	61.8	p<0.0001
Sports Hall (on + off-site)	55.3	47.1	p<0.01
Dance/Drama Studio (on + off-site)	34.4	17.3	p<0.01
Squash Courts (on + off-site)	22.5	48.5	p<0.0001
Playing Fields (on-site)	90.0	74.8	p<0.0001
Playing Fields (off-site)	6.6	21.4	p<0.0001
Hard Play Area (tarmac) (on/off-site)	94.2	86.3	p<0.001
Hard Play Area (redgra/sportsturf) (on/off-site)	25.5	33.3	p<0.01
Swimming Pool (outdoor) (on/off-site)	11.5	28.4	p<0.0001

Table G.11 Facilities for PE in State and Independent Secondary Schools

PE Facilities (%)			
Facility	Mixed Sex Schools	Single Sex Schools	Significance Level
Fitness Centre (on + off-site)	39.4	25.6	p<0.05
Sports Hall (on + off-site)	57.5	39.8	p<0.001
Dance/Drama Studio (on + off-site)	34.7	19.2	p<0.01
Squash Courts (on + off-site)	23.6	34.4	p<0.05
Playing Fields (on-site)	91.7	72.2	p<0.0001
Playing Fields (off-site)	5.9	21.4	p<0.0001
Hard Play Area (tarmac) (on/off-site)	94.1	88.9	p<0.05
Swimming Pool (outdoor) (on/off-site)	12.2	21.1	p<0.05

Table G.12 Facilities for PE in Mixed and Single Sex Secondary Schools

PE Facilities (%)				
Facility	Small Schools	Medium Schools	Large Schools	Significance Level
Gymnasium (on-site)	61.8	84.0	89.8	p<0.0001
Second Gymnasium (on + off-site)	4.6	14.5	29.4	p<0.0001
Sports Hall (on + off-site)	34.0	54.4	70.8	p<0.0001
Fitness Centre (on + off-site)	20.7	40.6	49.4	p<0.0001
Dance/Drama Studio (on + off-site)	19.1	32.3	42.6	p<0.0001
Squash Courts (on + off-site)	18.9	27.4	32.1	p<0.05
Hard Play Area (redgra/sportsturf) (on/off-site)	19.1	24.3	35.1	p<0.001
Swimming Pool (outdoor) (on/off-site)	19.2	12.1	11.2	p<0.05

Table G.13 Facilities for PE in Small, Medium and Large Secondary Schools

Adequacy of facilities in meeting department's needs: adequate 48.8%; inadequate 34.9%; more than adequate 16.3%.

With respect to views on how adequately department needs are met by the available facilities, there were significant differences between (1) mixed and single sex schools ($p<0.01$) with more PE HoDs in mixed (68.8%) than single sex schools (52.4%) considering them to be either adequate or more than adequate, and (2) female and male PE HoDs ($p<0.01$) with more male (69.8%) than female PE HoDs (58.7%) considering them to be either adequate or more than adequate. However, there were no significant differences between PE HoDs in (1) state and independent schools, or (2) small, medium and large schools.

Adequacy of capitation in meeting department's needs: adequate 64.6%; inadequate 27.2%; more than adequate 8.3%.

With respect to views on how adequately department needs are met by the capitation money available for PE, there were significant differences between state and independent schools ($p<0.001$) with more PE HoDs in independent (79.6%) than state schools (71.5%) considering it to be adequate or more than adequate. However, there were no significant differences between PE HoDs in (1) mixed and single sex schools, or (2) small, medium and large schools, or between (3) female and male PE HoDs.

Timetabling and Lesson Content

Year	Mins PE per 5 day week		% of Curriculum Time	
	Mean	SD	Mean	SD
7	133.51	31.94	9.07	1.94
8	129.88	32.72	8.82	2.04
9	121.52	34.57	8.21	2.14
10	90.26	35.04	6.14	2.61
11	93.40	40.14	6.36	2.96

Table G.14 PE Time for Years 7 to 11 in Secondary Schools

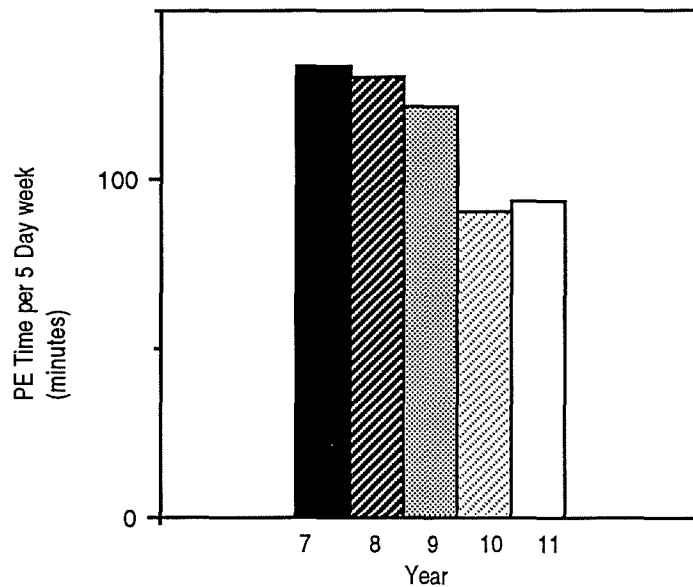


Figure G.1 PE Time Per Five Day Week for Years 7 to 11 in Secondary Schools

Year	Mins PE per 5 day week		% of Curriculum Time	
	Mean	SD	Mean	SD
10 (exams)	155.45	41.60	10.62	2.88
11 (exams)	154.78	39.72	10.58	2.71
12 (compulsory)	88.73	37.09	5.81	2.15
12 (optional)	93.73	45.32	6.73	6.64
12 (exams)	200.19	87.92	13.62	6.04
13 (compulsory)	91.71	41.85	5.98	2.48
13 (optional)	94.88	45.59	6.33	3.03
13 (exams)	237.13	74.32	16.04	5.22

Table G.15 PE Time for Years 12 to 13 and PE Examination Groups (Years 10 to 13) in Secondary Schools

Time Allocation for PE (mins per 5 day week)			
Year	State (n=622)	Independent (n=103)	Significance Level
7	128.66	164.40	p<0.0001
8	125.25	160.82	p<0.0001
9	117.71	143.78	p<0.0001
10	84.63	123.09	p<0.0001
11	88.94	124.61	p<0.0001

Table G.16 PE Time for Years 7 to 11 in State and Independent Secondary Schools

Time Allocation for PE (mins per 5 day week)			
Year	Mixed Sex (n=582)	Single Sex (n=128)	Significance Level
7	130.03	146.79	p<0.0001
8	127.11	142.16	p<0.0001
10	87.61	98.02	p<0.01

Table G.17 PE Time for Years 7 to 11 in Mixed and Single Sex Secondary Schools

PE examination courses: schools offering examination courses in PE and/or dance: 63.6% (of schools with 'exam-age' pupils ie. 14yrs+ pupils).

PE and Dance Examination Courses	n	All Schools (n=728) %	Schools 14yr+ (n=664) %	Schools 16yr+ (n=400) %
GCSE Physical Education	371	51.0	55.9	-
CCPR Community Sports Leaders Award	71	9.8	10.7	-
GCSE Dance	52	7.1	7.8	-
A Level Physical Education	36	4.9	-	9.0
A Level Sports Studies	28	3.8	-	7.0
YMCA Certificate in Health Related Exercise	1	0.1	0.2	-
Other	72	9.9	10.8	-

Table G.18 PE and Dance Examination Courses in Secondary Schools

With respect to offering exam courses in PE and/or dance, there were significant differences between PE HoDs in (1) state and independent schools ($p<0.0001$) with more PE HoDs in state (70.2%) than independent schools (34.3%) offering exams, and (2) mixed and single sex schools ($p<0.0001$) with more PE HoDs in mixed (71.1%) than single sex schools (45.0%) offering exams, and (3) small, medium and large schools ($p<0.0001$) with more PE HoDs in large (72.1%) than medium-sized (64.3%) or small schools (40.6%) offering exams, and (4) female and male PE HoDs ($p<0.05$) with more male (63.5%) than female PE HoDs (54.7%) offering exams. However, with respect to offering specific exam courses in PE and/or dance, there were no significant differences between female and male PE HoDs. With respect to offering GCSE PE, there were significant differences between (1) state and independent schools ($p<0.0001$) with more PE HoDs in state (60.8%) than independent schools (29.1%) offering GCSE PE, and (2) mixed and single sex schools ($p<0.0001$) with more PE HoDs in mixed (61.0%) than single sex schools (37.5%) offering GCSE PE.

Examination Courses in PE and/or Dance (%)				
Examination Courses	Small Schools	Medium Schools	Large Schools	Significance Level
GCSE PE	33.5	55.8	62.7	$p<0.0001$
GCSE Dance	2.2	6.3	11.6	$p<0.001$
CCPR Community Sports Leaders Award	2.2	10.4	16.5	$p<0.0001$

Table G.19 PE and Dance Examination Courses in Small, Medium and Large Secondary Schools

The National Curriculum and In-Service Training (INSET)

Overall view of the NCPE: generally positive 64.5%; neutral or undecided 32.1%; generally negative 3.4%.

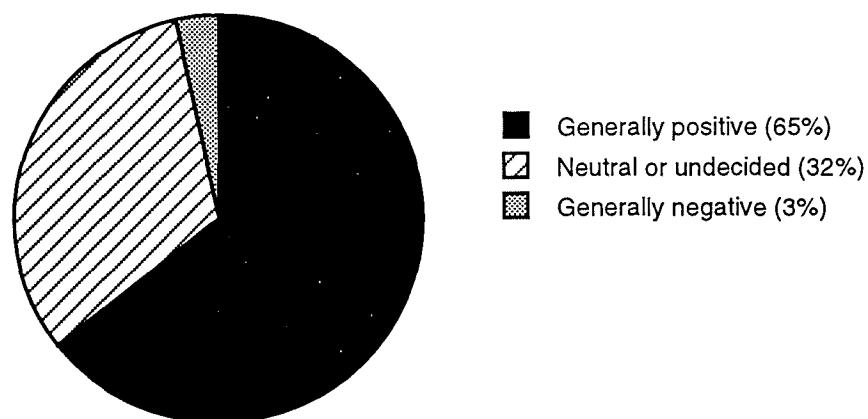


Figure G.2 Overall View of the NCPE by Secondary School PE HoDs

With respect to an overall view of the NCPE, there were no significant differences between PE HoDs in (1) state and independent schools, or (2) mixed and single sex schools, or (3) small, medium and large schools, or (4) schools in the South, Midlands and North of England, or between (5) female and male PE HoDs.

General Views of the NCPE	%	General Views of the NCPE	%
Good balance of activities	60.6	Easy to understand	22.9
Makes realistic demands of pupils	41.3	Traditional	16.8
Too much jargon	41.2	Too demanding of pupils	14.7
Too demanding of teachers	39.3	Too broad a range of activities	8.7
Difficult to interpret	34.3	Too narrow a range of activities	7.8
Written clearly	33.2	Not demanding enough of pupils	6.7
Makes realistic demands of teachers	26.6	Not demanding enough of teachers	1.2
Progressive	26.4	Other	17.7

Table G.20 Secondary School PE HoDs' Views of the NCPE

General Views of the NCPE (%)			
View	State Schools	Independent Schools	Significance Level
Written clearly	36.0	17.5	p<0.001
Difficult to interpret	36.5	21.4	p<0.01
Good balance of activities	62.4	48.5	p<0.01
Makes realistic demands of pupils	42.9	31.1	p<0.05
Not demanding enough of pupils	5.8	12.6	p<0.05
Makes realistic demands of teachers	28.3	16.5	p<0.05

Table G.21 State and Independent Secondary School PE HoDs' Views of the NCPE

General Views of the NCPE (%)			
View	Female PE HoD	Male PE HoD	Significance Level
Too much jargon	34.7	45.8	p<0.01
Difficult to interpret	26.9	39.7	p<0.001
Progressive	22.1	29.5	p<0.05

Table G.22 Secondary School Female and Male PE HoDs' Views of the NCPE

With respect to the view that the NCPE document is difficult to interpret, there were significant differences between small, medium and large schools ($p<0.01$) with more PE HoDs in large (38.2%) and medium-sized (39.6%) than small schools (25.2%) considering the document to be difficult to interpret. However, with respect to general views of the NCPE, there were no significant differences between PE HoDs in (1) mixed and single sex schools, or (2) schools in the South, Midlands and North of England.

NCPE effect on the PE curriculum: a little 67.2%; a lot 21.5%; not at all 11.3%.

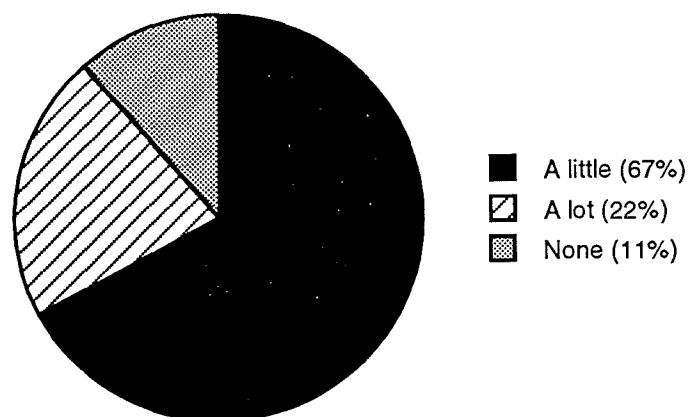


Figure G.3 Views of Secondary School PE HoDs of the Effect of the NCPE on the PE Curriculum

Extent of NCPE Effects on the School PE Curriculum				
	A lot %	A little %	Not at all %	Significance Level
State Schools	23.4	68.4	8.2	p<0.0001
Independent Schools	9.4	59.4	31.3	
Mixed Sex Schools	24.0	67.5	8.5	p<0.0001
Single Sex Schools	12.1	66.0	22.0	
Female PE HoD	16.8	68.8	14.4	p<0.01
Male PE HoD	25.0	66.5	8.5	

Table G.23 Extent of the NCPE Effects on the School PE Curriculum as Perceived by Secondary School PE HoDs

With respect to views on how much the NC will affect (or had affected) the PE curriculum, there were no significant differences between PE HoDs in (1) small, medium and large schools, or (2) schools in the South, Midlands and North of England.

Adequacy of PE time to meet the needs of the NCPE: Key Stage 3: 60.6%. Key Stage 4: 42.9%.

With respect to views on the adequacy of PE time at KS3 and KS4 to meet NC needs, there were significant differences between female and male PE HoDs ($p < 0.01$) with more male (64.6%) than female PE HoDs (54.6%) considering it to be adequate at KS3. However, there were no significant differences between the views of PE HoDs in (1) state and independent schools, or (2) mixed and single sex schools, or (3) small, medium and large schools, or (4) schools in the South, Midlands and North of England.

PE time changes since the introduction of the NC: remained the same 61.4%; decreased 29.6%; increased 9.0%.

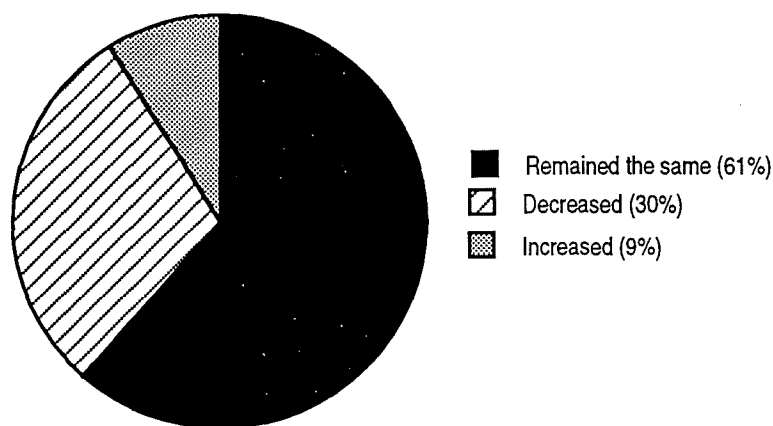


Figure G.4 Changes in PE Time Since the Introduction of the NC in Secondary Schools

With respect to changes in PE time since the NC, there were significant differences between (1) state and independent schools ($p < 0.05$) with more state (31.5%) than independent schools (17.2%) having had PE time decreased, and more independent (73.1%) than state schools (59.6%) retaining the same time for PE, and (2) small, medium and large schools ($p < 0.05$) with more small schools retaining the same time for PE (69.8%) than medium-sized (57.9%) and large schools (57.4%). However, with respect to changes in PE time since the NC, there were no significant differences between (1) mixed and single sex schools, or (2) schools in the South, Midlands and North of England, or (3) female and male PE HoDs.

Main Changes to PE Due to NCPE	%	Main Changes to PE Due to NCPE	%
Dealing with assessment and recording	82.1	Decreasing games	23.5
Increasing pupil involvement in learning	48.6	Introducing or increasing gymnastics	14.6
Expanding teaching and learning styles	45.9	Decreasing swimming	9.1
Introducing/increasing outdoor education	42.3	Decreasing gymnastics	5.1
Focusing more on knowledge and understanding	40.1	Increasing games	1.6
Introducing or increasing dance	39.1	Other	6.7
Introducing or increasing HRE	31.0		

Table G.24 Main Changes to PE Due to the NCPE as Perceived by Secondary School PE HoDs

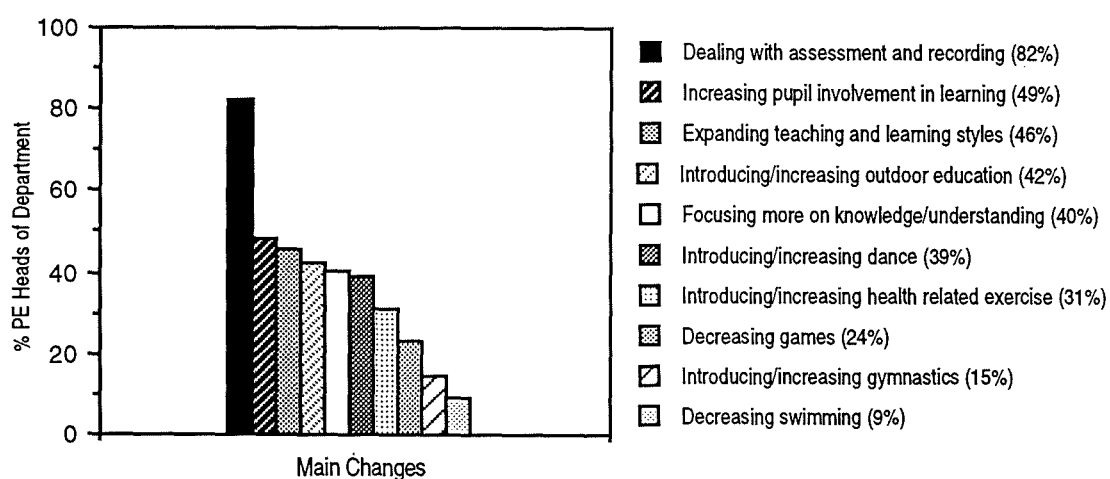


Figure G.5 Top Ten Main Changes to PE Since the NCPE as Perceived by Secondary School PE HoDs

Main Changes to PE Due to the NCPE (%)			
Change	State Schools	Independent Schools	Significance Level
Dealing with assessment and recording	89.9	35.9	p<0.0001
Expanding teaching and learning styles	49.8	22.3	p<0.0001
Increasing pupil involvement in learning	52.1	28.2	p<0.0001
Introducing or increasing dance	41.8	24.3	p<0.001
Introducing or increasing OAA	45.7	22.3	p<0.0001
Introducing or increasing gymnastics	15.6	7.8	p<0.05
Decreasing games	25.9	9.7	p<0.001

Table G.25 Main Changes to PE Due to the NCPE as Perceived by PE HoDs in State and Independent Secondary Schools

Main Changes to PE Due to the NCPE (%)			
Change	Mixed Sex Schools	Single Sex Schools	Significance Level
Dealing with assessment and recording	85.9	67.4	p<0.0001
Introducing or increasing dance	43.1	22.9	p<0.0001
Introducing or increasing OAA	46.2	27.1	p<0.0001
Decreasing games	26.1	12.5	p<0.001

Table G.26 Main Changes to PE Due to the NCPE as Perceived by PE HoDs in Mixed and Single Sex Secondary Schools

Main Changes to PE Due to the NCPE (%)				
Change	Small Schools	Medium Schools	Large Schools	Significance Level
Dealing with assessment and recording	68.3	90.4	87.1	p<0.0001
Expanding teaching and learning styles	37.4	48.3	52.2	p<0.01
Increasing pupil involvement in learning	40.4	55.0	49.8	p<0.01
Introducing or increasing gymnastics	40.4	55.0	49.8	p<0.01
Decreasing games	16.5	23.3	30.5	p<0.01

Table G.27 Main Changes to PE Due to the NCPE as Perceived by PE HoDs in Small, Medium and Large Secondary Schools

With respect to considering that dealing with assessment and recording represented a main change to the NCPE, there were significant differences between PE HoDs in different geographical areas ($p<0.01$) with more PE HoDs in schools in the North (90.2%) than the Midlands (83.1%) and South of England (77.5%) considering it to be a main change.

Main Changes to PE Due to the NCPE (%)			
Change	Female PE HoD	Male PE HoD	Significance Level
Introducing or increasing dance	34.7	42.8	$p<0.05$
Introducing or increasing OAA	38.1	46.1	$p<0.05$
Introducing or increasing gymnastics	10.5	17.6	$p<0.01$

Table G.28 Main Changes to PE Due to the NCPE as Perceived by Secondary School Female and Male PE HoDs

NCPE Activity Areas in the School PE Curriculum				
Activity Area	Key Stage 3 (n=694)		Key Stage 4 (n=664)	
	Compulsory %	Optional %	Compulsory %	Optional %
Athletics	98.3	3.6	54.8	35.1
Dance	72.6	4.6	9.2	34.5
Games	99.7	3.0	72.0	26.8
Gymnastics	95.4	3.0	16.9	31.2
OAA	46.4	17.0	13.1	33.3
Swimming	45.2	5.2	16.3	33.1
HRE (blocked)	62.2	3.2	39.6	24.2

Table G.29 NCPE Activity Areas in the PE Curriculum in Secondary Schools

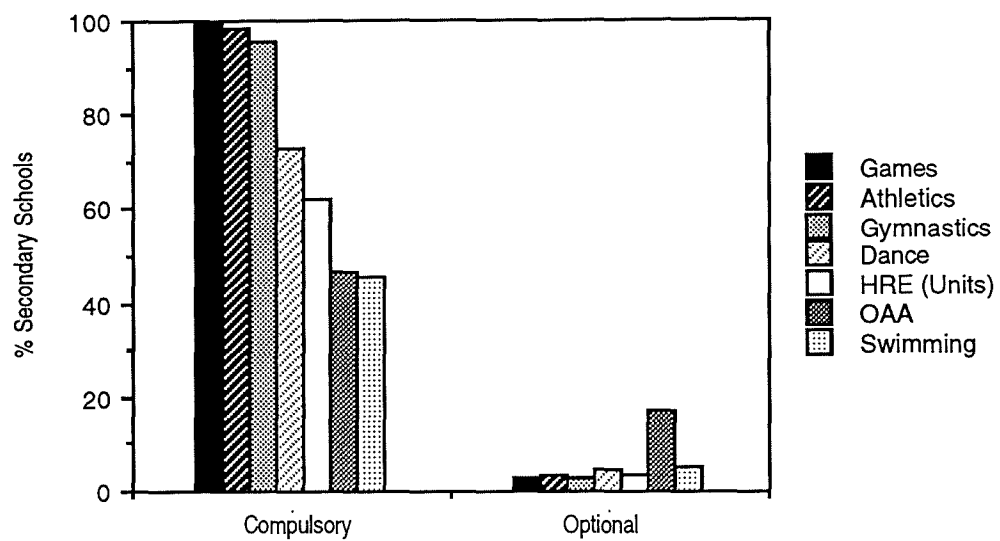


Figure G.6 NCPE Key Stage 3 Activity Areas in the PE Curriculum in Secondary School

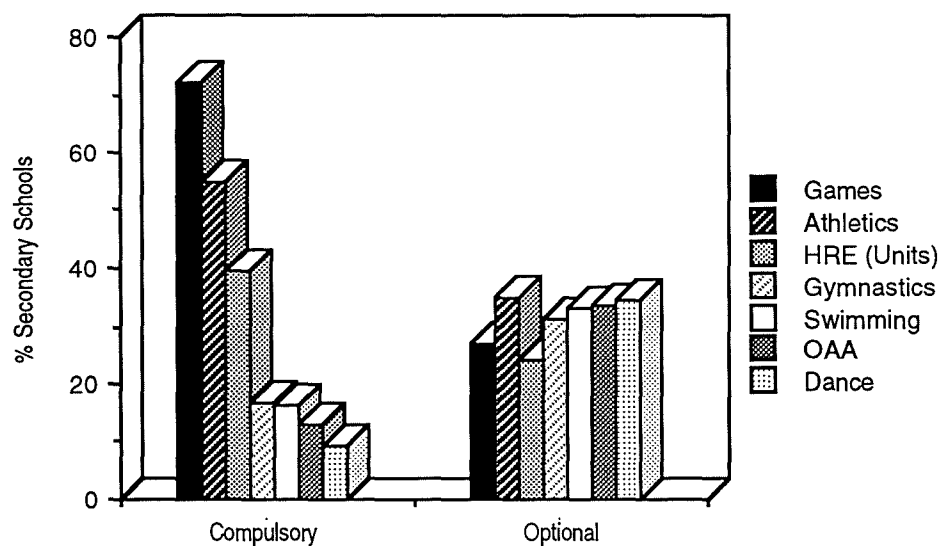


Figure G.7 NCPE Key Stage 4 Activity Areas in the PE Curriculum in Secondary Schools

NCPE Activity Areas within the KS3 Compulsory Curriculum (%)			
NCPE Activity Area	State Schools	Independent Schools	Significance Level
Athletics	97.4	70.9	p<0.0001
Dance	74.3	37.9	p<0.0001
Games	97.3	81.6	p<0.0001
Gymnastics	95.8	61.2	p<0.0001
OAA	48.2	19.4	p<0.0001
Swimming	39.7	64.1	p<0.0001
HRE (in separate blocked units)	63.0	35.9	p<0.0001
NCPE Activity Areas within the KS3 Optional Curriculum (%)			
Athletics	1.6	14.6	p<0.0001
Games	2.1	7.8	p<0.01
Gymnastics	1.6	10.7	p<0.0001
OAA	13.3	34.0	p<0.0001
Swimming	3.2	15.5	p<0.0001
NCPE Activity Areas within the KS4 Optional Curriculum (%)			
Dance	33.6	19.4	p<0.01
Games	26.5	12.6	p<0.01

Table G.30 NCPE Activity Areas within the KS3 and KS4 PE Curricula (Compulsory and Optional) in State and Independent Secondary Schools

NCPE Activity Areas within the KS3 Compulsory Curriculum (%)			
NCPE Activity Area	Mixed Sex Schools	Single Sex Schools	Significance Level
Athletics	95.4	88.3	p<0.01
Dance	72.9	58.6	p<0.01
Gymnastics	92.6	84.4	p<0.01
OAA	47.6	30.5	p<0.001
Swimming	40.2	55.5	p<0.01
HRE (in separate blocked units)	62.0	50.0	p<0.05
NCPE Activity Areas within the KS3 Optional Curriculum (%)			
Athletics	2.1	5.5	p<0.05
Swimming	3.4	8.6	p<0.01
HRE (in separate blocked units)	1.9	5.5	p<0.05

NCPE Activity Areas within the KS4 Compulsory Curriculum (%)			
Games	63.1	77.3	p<0.01
Swimming	12.5	25.8	p<0.001

Table G.31 NCPE Activity Areas within the KS3 and KS4 PE Curricula (Compulsory and Optional) in Mixed and Single Sex Secondary Schools

NCPE Activity Areas within the KS3 Compulsory Curriculum (%)				
NCPE Activity Area	Small Schools	Medium Schools	Large Schools	Significance Level
Athletics	86.5	96.7	97.6	p<0.0001
Dance	62.6	71.7	72.7	p<0.05
Games	90.4	97.1	97.6	p<0.001
Gymnastics	82.6	94.2	95.6	p<0.0001
HRE (in separate blocked units)	45.7	65.4	66.3	p<0.0001
NCPE Activity Areas within the KS4 Compulsory Curriculum (%)				
Athletics	42.2	54.6	53.0	p<0.05
Games	57.8	69.2	69.1	p<0.05
HRE (in separate blocked units)	24.8	38.8	43.8	p<0.0001
NCPE Activity Areas within the KS4 Optional Curriculum (%)				
Athletics	21.3	33.3	39.4	p<0.0001
Dance	19.1	33.8	39.4	p<0.0001
Games	11.3	26.3	34.1	p<0.00010
Gymnastics	18.7	32.9	33.3	p<0.001
OAA	20.0	34.2	36.1	p<0.001
Swimming	20.4	32.1	36.1	p<0.001
HRE (in separate blocked units)	14.3	20.4	30.5	p<0.0001

Table G.32 NCPE Activity Areas within the KS3 and KS4 PE Curricula (Compulsory and Optional) in Small, Medium and Large Secondary Schools

NCPE Activity Areas within the KS3 Compulsory Curriculum (%)				
NCPE Activity Area	South	Midlands	North	Significance Level
Games	95.8	91.3	97.3	p<0.05
Gymnastics	90.4	87.4	95.1	p<0.05
OAA	40.0	54.1	41.3	p<0.01
Swimming	46.8	44.3	34.8	p<0.05

Table G.33 NCPE Activity Areas within the KS3 Compulsory PE Curricula in Secondary Schools in the South, Midlands and North of England

With respect to swimming being optional within the KS3 curriculum, there were significant differences between small, medium and large schools (p<0.05) with more small (7.8%) than medium-sized (4.6%) or large schools (2.8%) including optional swimming. With respect to swimming being compulsory within the KS4 curriculum, there were significant differences between state and independent schools (p<0.0001) with more independent (35.9%) than state schools (11.4%) including compulsory swimming. With respect to games being optional at KS4, there were significant differences between schools from different geographical areas (p<0.05) with more schools in the South (27.6%) than the Midlands (25.1%) or North of England (17.9%) having optional games.

NCPE Activity Areas within the KS3 Compulsory Curriculum (%)			
NCPE Activity Area	Female PE HoD	Male PE HoD	Significance Level
Dance	77.2	63.9	p<0.001
OAA	36.4	50.6	p<0.001
NCPE Activity Areas within the KS4 Compulsory Curriculum (%)			
Athletics	44.9	53.2	p<0.05
Gymnastics	12.2	17.8	p<0.05
OAA	8.8	14.5	p<0.05
NCPE Activity Areas within the KS4 Optional Curriculum (%)			
Dance	36.4	28.5	p<0.05
OAA	25.5	34.0	p<0.05
Swimming	34.7	27.8	p<0.05

Table G.34 NCPE Activity Areas within the KS3 and KS4 PE Curricula (Compulsory and Optional) of Female and Male PE HoDs in Secondary Schools

INSET

Involvement in INSET Relating to the NCPE (within last 12 months): 79.1%.

Involvement in INSET Relating to the NCPE		
Type of School	INSET Received %	Significance Level
State	84.3	p<0.0001
Independent	46.4	
Mixed Sex	82.4	p<0.0001
Single Sex	66.4	
Small	67.4	p<0.0001
Medium	81.9	
Large	86.6	

Table G.35 Involvement in INSET Relating to the NCPE in Secondary Schools

With respect to being involved in any INSET relating to PE in the NC, there were no significant differences between PE HoDs in schools in the South, Midlands and North of England.

INSET Topics	%	INSET Topics	%
Assessment, Recording and Reporting	66.2	Games	17.6
Planning and Implementation	58.9	Athletics	14.0
Dance	33.0	Examination Courses	13.6
Teaching and Learning Styles	31.7	Special Needs	12.8
Differentiation	25.5	Cross-Curricular Matters	9.8
Progression	22.0	Partnerships	6.6
Gymnastics	21.8	Swimming	5.4
Outdoor Education	21.3	Other	3.0
Health Related Exercise	19.5		

Table G.36 Topics Covered in the INSET Received by Secondary School PE HoDs

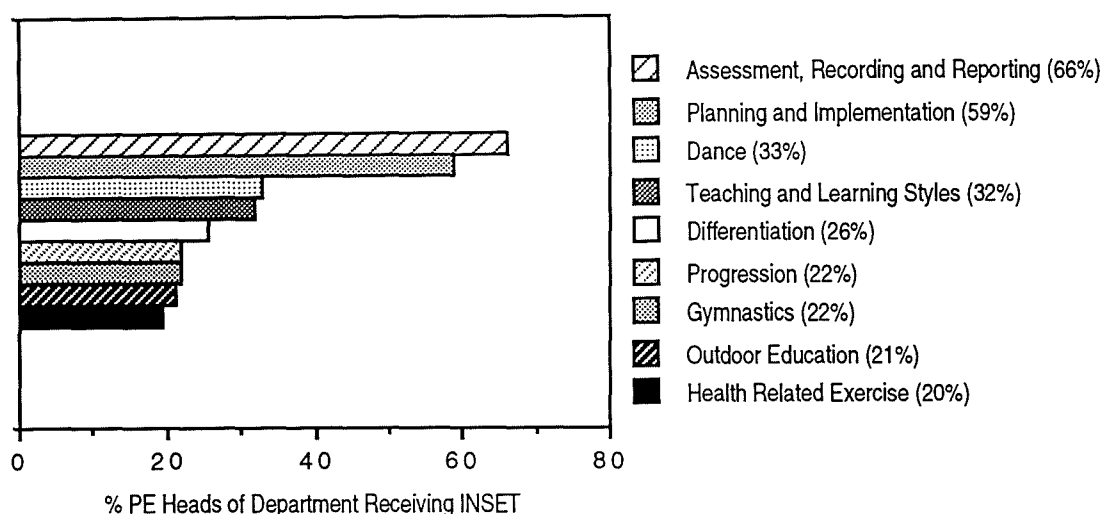


Figure G.8 Major INSET Topics Received by Secondary School PE HoDs

Topics Covered Within INSET Attended (%)			
Topic	State Schools	Independent Schools	Significance Level
Planning and Implementation	64.8	24.3	p<0.0001
Teaching and Learning Styles	34.7	13.6	p<0.0001
Progression	24.1	9.7	p<0.01
Differentiation	28.5	8.7	p<0.0001
Assessment, Recording & Reporting	72.7	28.2	p<0.0001
Dance	36.3	12.6	p<0.0001
Gymnastics	23.6	11.7	p<0.01
OAA	23.0	9.7	p<0.01

Table G.37 Topics Covered in the INSET Received by PE HoDs in State and Independent Secondary Schools

Topics Covered Within INSET Attended (%)			
Topic	Mixed Sex Schools	Single Sex Schools	Significance Level
Planning and Implementation	61.9	48.4	p<0.01
Assessment, Recording & Reporting	68.9	57.8	p<0.05
Athletics	15.6	7.8	p<0.05
OAA	24.2	9.4	p<0.001

Table G.38 Topics Covered in the INSET Received by PE HoDs in Mixed and Single Sex Secondary Schools

Topics Covered Within INSET Attended (%)				
Topic	Small Schools	Medium Schools	Large Schools	Significance Level
Planning and Implementation	41.7	62.9	70.7	p<0.0001
Teaching and Learning Styles	23.9	31.3	39.0	p<0.01
Differentiation	17.4	22.5	35.7	p<0.0001
Special Needs	10.0	10.8	17.3	p<0.05
Assessment, Recording & Reporting	47.0	75.0	74.7	p<0.0001
Cross-Curricular Matters	9.1	6.2	13.7	p<0.05
Examination Courses	7.8	14.6	18.1	p<0.01
Athletics	10.0	12.5	19.7	p<0.01
Dance	27.4	31.3	40.2	p<0.01
HRE	13.9	20.0	24.5	p<0.05

Table G.39 Topics Covered in the INSET Received by PE HoDs in Small, Medium and Large Secondary Schools

Topics Covered Within INSET Attended (%)				
Topic	South	Midlands	North	Significance Level
Differentiation	30.7	24.6	16.8	p<0.01
Dance	37.5	25.7	31.5	p<0.01

Table G.40 Topics Covered in the INSET Received by PE HoDs in Secondary Schools in the South, Midlands and North of England

Topics Covered Within INSET Attended (%)			
Topic	Female PE HoD	Male PE HoD	Significance Level
OAA	16.0	24.7	p<0.01
Swimming	3.1	7.1	p<0.05

Table G.41 Topics Covered in the INSET Received by Female and Male PE HoDs in Secondary Schools

Limiting Factors in terms of INSET: convenient timing 67.1%; adequate finances 65.8%; suitable supply cover 59.2%; staff interest 32.9%; 'other' 7.9%.

Limiting Factors in Terms of INSET (%)			
Factor	State Schools	Independent Schools	Significance Level
Finances	73.2	43.7	p<0.0001
Suitable Supply Cover	67.2	41.7	p<0.0001

Table G.42 Limiting Factors in terms of INSET as Perceived by PE HoDs in State and Independent Secondary Schools

Limiting Factors in Terms of INSET (%)			
Factor	Mixed Sex Schools	Single Sex Schools	Significance Level
Finances	71.3	61.7	p<0.05
Suitable Supply Cover	66.0	55.5	p<0.05

Table G.43 Limiting Factors in terms of INSET as Perceived by PE HoDs in Mixed and Single Sex Secondary Schools

With respect to finances being considered as a limiting factor in terms of INSET, there were significant differences between female and male PE HoDs (p<0.05) with more female (74.1%) than male PE HoDs (66.3%) considering finances to be a limiting factor. With respect to convenient timing being considered as a limiting factor in terms of INSET, there were significant differences between PE HoDs in small, medium and large schools (p<0.05) with more PE HoDs in large (67.9%) than medium-sized (63.8%) and small schools (55.7%) considering timing to be a limiting factor. With respect to limiting factors in terms of INSET, there were no significant differences between PE HoDs in schools in the South, Midlands and North of England.

Views of INSET	%
Sufficient in terms of length of time	34.1
Accessible to the staff who need it	30.9
Adequate in terms of meeting your needs	29.9

Table G.44 Secondary School PE HoDs' Views of INSET

With respect to views on the adequacy, accessibility and sufficiency of INSET, there were no significant differences between PE HoDs in (1) state and independent schools, or (2) mixed and single sex schools, or (3) schools in the South, Midlands and North of England. However, with respect to INSET being considered sufficient

in terms of length of time, there were significant differences between PE HoDs in (1) small, medium and large schools ($p < 0.01$) with more PE HoDs in large (39.4%) than medium-sized (24.4%) or small schools (37.1%) considering it to be sufficient, and between (2) female and male PE HoDs ($p < 0.05$) with more female (38.8%) than male PE HoDs (30.9%) considering it to be sufficient.

Priority INSET Needs	%	Priority INSET Needs	%
Assessment, Recording and Reporting	77.7	Special Needs	19.4
Planning and Implementation	58.8	Cross-Curricular Matters	19.2
Teaching and Learning Styles	43.0	Gymnastics	14.4
Differentiation	41.9	Athletics	8.7
Progression	37.4	Games	7.4
Health Related Exercise	35.3	Partnerships	6.9
Outdoor Education	32.4	Swimming	3.8
Dance	29.7	Other	2.5
Examination Courses	19.5		

Table G.45 Priority INSET Needs as Perceived by Secondary School PE HoDs

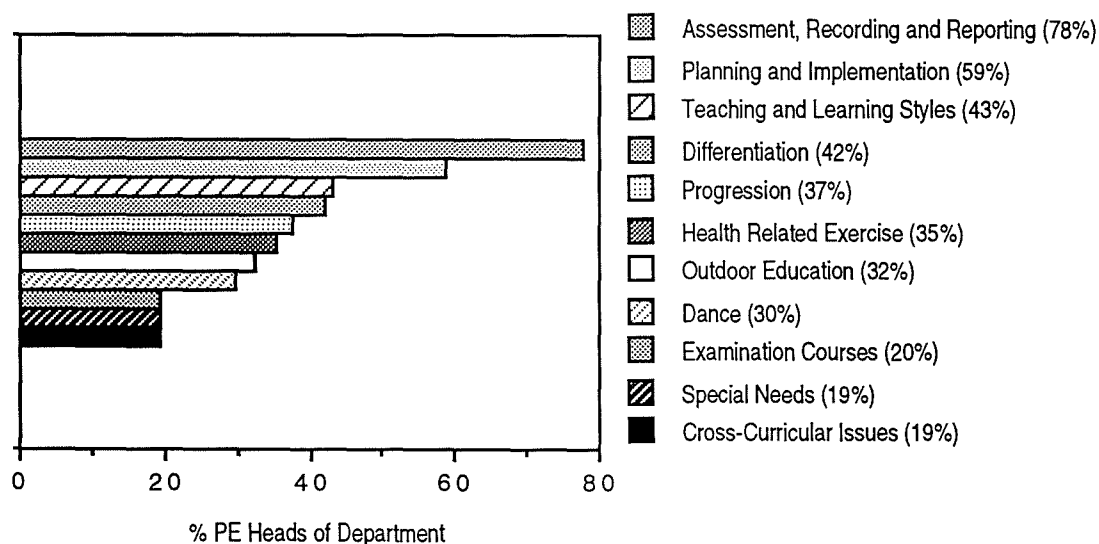


Figure G.9 Top Priority INSET Needs as Perceived by Secondary School PE HoDs

Priority INSET Needs (%)			
Factor	State Schools	Independent Schools	Significance Level
Assessment, Recording & Reporting	81.4	56.3	p<0.0001
Planning and Implementation	59.8	51.5	p<0.05
Teaching and Learning Styles	45.2	28.2	p<0.01
Progression	40.4	20.4	p<0.001
Differentiation	47.4	7.8	p<0.0001
Special Needs	21.2	7.8	p<0.01
Examination Courses	17.7	30.1	p<0.001
Dance	32.2	15.5	p<0.001
Games	6.3	14.6	p<0.01
Swimming	3.1	8.7	p<0.01
HRE	32.6	50.5	p<0.001

Table G.46 Priority INSET Needs as Perceived by PE HoDs in State and Independent Secondary Schools

Priority INSET Needs (%)			
Factor	Mixed Sex Schools	Single Sex Schools	Significance Level
Teaching and Learning Styles	45.7	32.6	p<0.05
Differentiation	46.7	24.2	p<0.0001
HRE	33.0	46.9	p<0.01
Special Needs	21.5	10.9	p<0.01
Athletics	7.4	13.3	p<0.05
Dance	31.6	21.5	p<0.05
Games	6.0	13.3	p<0.01

Table G.47 Priority INSET Needs as Perceived by PE HoDs in Mixed and Single Sex Secondary Schools

With respect to outdoor education being considered to be a priority INSET need, there were significant differences between PE HoDs in (1) schools in different geographical areas (p<0.05) with more PE HoDs in schools in the South (36.3%) than Midlands (30.6%) or North of England (26.1%) considering outdoor education to be a priority, and between (2) female and male PE HoDs (p<0.01) with more male (36.3%) than female PE HoDs (27.9%) considering outdoor education to be a priority.

Priority INSET Needs (%)				
Topic	Small Schools	Medium Schools	Large Schools	Significance Level
Progression	30.4	43.3	38.6	p<0.05
Differentiation	34.3	40.0	49.8	p<0.01
Athletics	7.4	12.5	6.4	p<0.05
Games	10.4	8.8	3.6	p<0.05
Outdoor Education	39.1	29.6	29.3	p<0.05
HRE	40.9	35.4	30.1	p<0.05

Table G.48 Priority INSET Needs as Perceived by PE HoDs in Small, Medium and Large Secondary Schools

Independent schools following (or intending to follow) the NCPE: partly 61.2%; yes 20.4%; no 18.4%.

Independent Schools (n=103)		PE HoD Gender		School Gender		School Size		
	%	Female	Male	Mixed	Single	Small	Medium	Large
Athletics	73.8	51.3	48.7	38.2	61.8	76.7	16.4	6.8
Dance	45.6	71.7	28.3	26.1	73.9	79.5	15.9	4.5
Games	73.8	54.7	45.3	33.8	66.2	76.7	16.4	6.8
Gymnastics	64.1	58.5	41.5	28.3	71.7	73.0	19.0	7.9
OAA	42.7	37.2	62.8	44.7	55.3	76.7	18.6	4.7
Swimming	67.0	52.9	47.1	37.1	62.9	75.8	16.7	7.6
HRE	58.3	46.7	53.3	38.9	61.1	73.7	21.1	5.3

Table G.49 NCPE Activity Areas Intended to be Followed by PE HoDs in Independent Secondary Schools

Appendix H: Case Study Interview Schedule

Interview 1: PE HoD

Focus: School, PE Department, PE Curriculum, NCPE

Can you please tell me about the school itself?

Prompts: recent history (eg. any amalgamations); catchment area; employment rate in the area; types of pupils; ethnic population; any links with local universities or colleges?; staff changes/turnover; how is the school viewed in the area?; how did the school fare in any OFSTED inspection?

Can you please tell me about the PE Department?

Prompts: staff numbers; staff responsibilities; facilities; capitation; reputation in the area and in the school; status of PE in school; support from headteacher and senior management; professional development of staff; how did the department fare in any OFSTED inspection and how was the inspection viewed within the department?

Can you please tell me about yourself as PE HoD?

Prompts: training and qualifications; number of years experience of teaching PE and as PE HoD; additional teaching subjects and responsibilities; personal ambitions; philosophy/main aims of PE.

Can you please tell me about the PE Curriculum?

Prompts: balance; breadth; athletics, dance, games, gymnastics, outdoor education, swimming; health-related aspects of the PE curriculum; examination/non-accredited courses; strengths/limitations/issues; equal opportunities.

Can you please tell me about the extra-curricular PE programme?

Prompts: staff involved; time spent on extra-curricular activities; activities on offer; selected and open-access activities; community links; strengths/limitations/issues; equal opportunities; opportunities for participation outside of school; any views of or responses to the recent Government document on school sport ('Raising the Game', July 1995)?

Can you please give me your overall views of the NCPE?

Prompts: progress, status quo, or step backwards?; any particular strengths/limitations/problems/issues; in what way(s) has your department responded

to the NCPE?; any major/minor changes?; progression; differentiation; assessment, recording and reporting; planning, performance and evaluation.

How would you describe the level of support for PE within your area/county?

Prompts: support from the advisory staff/inspectorate in area; range, level, relevance, and accessibility of INSET; views of quantity and quality of INSET; strengths/limitations/issues.

Has your department any particular plans for future development?

Prompts: any specific plans to make changes in the department or to alter the PE curriculum in any way?

Interview 2: PE HoD

Focus: Health-Related Aspects of the Curriculum

Who is responsible for health education in the school curriculum and how is it organised?

Prompts: designated health education co-ordinator?; HE/PSE/PSD/Lifeskills programme; aspects of health education covered; any links with the PE programme?; degree of liaison with the HE co-ordinator/person responsible for HE.

What does your department do in the way of health-related work?

Prompts: philosophy; status; term for area of work; content; delivery; colleagues' views; pupils' views; strengths/limitations/issues.

How does your department approach the teaching of HRE?

Prompts: written scheme of work; level/degree of structure; organisation; time allocation; year groups; gender groupings; resources/texts/worksheets used by pupils or staff; style of delivery; interpretation of HRE statements in the NCPE; content/knowledge base/activities; fitness testing; purpose and choice of fitness tests; designing personal exercise programmes; role of physical activity in weight management; assessment and evaluation of HRE; school events promoting physical activity; what are your views on the HRE approach that the department follows? Are there any plans to amend or develop it?

How did you go about deciding how to approach the area? What has this decision been influenced by?

Prompts: PE HoD/department decision; area/LEA advice/guidance; influence of other schools/PE staff; INSET; media/resources. How do schools in your area deal with

HRE in the NC? What is the support like from the advisory staff/inspectorate regarding HRE? Have you been given any specific advice regarding HRE?

Have you encountered any specific issues/problems with the teaching of HRE?

Prompts: interpretation; style of delivery; balance of practical and theory; assessment/evaluation. Do you think that HRE should have been an activity area in its own right? What are the reasons for your views?

What are your views on the current health status and activity and fitness levels of pupils?

Prompts: awareness/evidence/perceived changes over time; media reports; possible reasons/solutions. Has your department discussed ways of influencing pupils' health, activity and/or fitness levels?

Interview: PE Colleague

(A) Focus: PE Department, PE Curriculum, NCPE

Can you please tell me about the PE Department?

Prompts: staff numbers; staff responsibilities; facilities; capitation; reputation in the area and in the school; status of PE in school; support from headteacher and senior management; professional development of staff; how did the department fare in any OFSTED inspection and how was the inspection viewed within the department?

Can you please tell me about yourself ?

Prompts: training and qualifications; number of years experience of teaching PE; additional teaching subjects and responsibilities; personal ambitions; philosophy/main aims of PE.

Can you please tell me about the PE Curriculum?

Prompts: balance; breadth; athletics, dance, games, gymnastics, outdoor education, swimming; health-related aspects of the PE curriculum; examination/non-accredited courses; strengths/limitations/issues; equal opportunities.

Can you please tell me about the extra-curricular PE programme?

Prompts: staff involved; time spent on extra-curricular activities; activities on offer; selected and open-access activities; community links; strengths/limitations/issues; equal opportunities; opportunities for participation outside of school; any views of or responses to the recent Government document on school sport ('Raising the Game', July 1995)?

Can you please give me your overall views of the NCPE?

Prompts: progress, status quo, or step backwards?; any particular strengths/limitations/problems/issues; in what way(s) has your department responded to the NCPE?; any major/minor changes?; progression; differentiation; assessment, recording and reporting; planning, performance and evaluation.

How would you describe the level of support for PE within your area/county?

Prompts: support from the advisory staff/inspectorate in area; range, level, relevance, and accessibility of INSET; views of quantity and quality of INSET; strengths/limitations/issues.

Has your department any particular plans for future development?

Prompts: any specific plans to make changes in the department or to alter the PE curriculum in any way?

(B) Focus: Health-Related Aspects of the Curriculum

Who is responsible for health education in the school curriculum and how is it organised?

Prompts: designated health education co-ordinator?; HE/PSE/PSD/Lifeskills programme; aspects of health education covered; any links with the PE programme?; degree of liaison with the HE co-ordinator/person responsible for HE.

What does your department do in the way of health-related work?

Prompts: philosophy; status; term for area of work; content; delivery; colleagues' views; pupils' views; strengths/limitations/issues.

How does your department approach the teaching of HRE?

Prompts: written scheme of work; level/degree of structure; organisation; time allocation; year groups; gender groupings; resources/texts/worksheets used by pupils or staff; style of delivery; interpretation of HRE statements in the NCPE; content/knowledge base/activities; fitness testing; purpose and choice of fitness tests; designing personal exercise programmes; role of physical activity in weight management; assessment and evaluation of HRE; school events promoting physical activity; what are your views on the HRE approach that the department follows? Are there any plans to amend or develop it?

How did you go about deciding how to approach the area? What has this decision been influenced by?

Prompts: PE HoD/department decision; area/LEA advice/guidance; influence of other schools/PE staff; INSET; media/resources. How do schools in your area deal with HRE in the NC? What is the support like from the advisory staff/inspectorate regarding HRE? Have you been given any specific advice regarding HRE?

Have you encountered any specific issues/problems with the teaching of HRE?

Prompts: interpretation; style of delivery; balance of practical and theory; assessment/evaluation. Do you think that HRE should have been an activity area in its own right? What are the reasons for your views?

What are your views on the current health status and activity and fitness levels of pupils?

Prompts: awareness/evidence/perceived changes over time; media reports; possible reasons/solutions. Has your department discussed ways of influencing pupils' health, activity and/or fitness levels?

Interview: Health Education Co-ordinator

Focus: HE and HRE in the Curriculum

What are your views on Health Education within the NC?

Prompts: status/value/importance.

How does your school approach the teaching of HE?

Prompts: organisation/structure; strengths/limitations/issues; awareness of or involvement in the 'health promoting' or 'healthy school' award systems; any health-focused school events?

How does your school approach the teaching of HRE?

What are your views specifically on HRE within HE?; how is HRE within HE approached and delivered?; how would you describe the level of liaison between yourself and the PE Department?; do you have any plans to amend or develop the approach to HE and/or HRE within the school?

Additional Tasks:

- (1) Request a look at or copies of any HRE documentation (eg. pupil booklet).
- (2) Record any discrepancies or changes from the responses within the school questionnaire from late 1993.

Appendix I: Case Study Interview Excerpts

The selection of excerpts was based on the desire to include an excerpt from each of the ten interviews and to present a range of issues from the interview schedule. Within the following excerpts, the text of the interviewee is presented in bold print and that of the interviewer in ordinary print. Names of people or places within the text have been replaced by 'X'. The coding method is explained in Chapter 5. The codes for the individual PE teachers are detailed within Table I.1.

	School A	School B	School C
Male PE HoD	AM1	BM1	CM1
Female PE Teacher (overseeing girls' PE)	AF1	BF1	CF1
Male PE Teacher	-	BM2	CM2
Female PE Teacher	AF2	-	CF2

Table I.1 Codes for Individual PE Teachers

SCHOOL A

PE HoD (AM1:1A370-392)

Just some overall views of the national curriculum now then, either generally or in PE. How have you viewed it? 370
371

To be honest I haven't really noticed a great deal of change because the areas we cover now we've always covered. 372
373

Is this in PE? 374
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Yes. We've got the big advantage with the swimming pool. That's one area straightaway - that we've always had a swimming programme, so we've always covered that element. Of course with us being major games players anyway, straightaway the games element's gone in. The others we've done anyway as a matter of course. To be honest it hasn't been a great deal of change. 376
377

What are your views about having a national curriculum for PE? Do you think that is a good thing? 378
379

Yes. Because certainly the school I worked in before where we had

one hall, two rugby balls and so on, you just made things up. You didn't stick to anything. You didn't keep any records. I imagine for certain schools it's good, it's given new ideas and it's made people - "here you are boys, here's a football go and kick it round", they've had to go away from that to a certain extent. So yes I think it's a good thing. Certainly there are areas in the national curriculum that I know we don't cover which possibly we ought to do some. Outdoor area is something we don't touch. Dance - we steer well away from it. 380

The boys don't do any dance? 381

Not if we can help it. 382

The girls do some? 383

The girls do a little, yes. Again to what level - to be fair I haven't seen a dance lesson that they've done recently. So it would be unfair to comment at what level but I wouldn't have thought it's at any great level. 384

What about gymnastics? 385

We've always tended to stay separate in gymnastics. The girls have tended to do more educational gymnastics whereas the boys tend to be more formal. Next year we'll have to be mixed and it's going to be interesting to see who takes that. That's in the discussion stage, because there was an argument put through us, we felt that formal gymnastics, we've grown up with that. Certainly in college when I went through college there was a guy who was actually writing a book at the time on gymnastic skills and so on. So, our training at college was more formal. 386

Female PE Teacher 1 (AF1:3A93-107) 387

How do you do the health related bit now then? 388

Well, we don't really in a sense. Anything that talks about the effects on the body on exercise and things like that, we do within - in netball we talk about why we do a warm up and things like this but other than that, it's not fitted in. The health related programme that we had 389

was something that we sent off for from Nottingham. It was a programme that they had just devised, with all the charts and all the exercises to go with it and how to test and all the rest of it. At the time as well, I think County X had seconded somebody for a couple - I'm not sure that it wasn't at Loughborough - and the adviser said that all the information would come back into schools when this document had been produced, and health related fitness was a big thing two years ago, but then it died a death. It's not heard of again.

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Why do you think that is?

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I don't know to be honest. Whether it's pressure within the schools to do other things with the national curriculum. It doesn't come up very heavily in the national curriculum anyway. I don't know, sometimes things come according to personalities, don't they? If there is big personality within the area that's got a focus on one thing, like this for instance. And the advisor - oh yes, well such and such is going off to Loughborough to spend two years on this, we all want health related fitness and all the heads of departments at their heads of department PE meeting think health related fitness switch in and we're all piled in to health related fitness. Then, when you don't hear anything or the adviser moves, or whatever, it falls again by the wayside. So, we've been round many bends and that many corners. I think that's one of the problems, having something that has got continuity.

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So, the bits that you do through the activity areas, is that written down or anything?

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Not really, no. Well I personally talk of the top of my head where it arises.

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So you all do it differently? In your own way?

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I would say we did yes. The only other bits of health related fitness that come in as far as I'm aware were during the year seven and working out the pastoral programme for year seven that I did. I put into that programme a health related fitness part, so that I knew the whole of year seven would do some health related fitness, with questionnaires, information packs and a one off lesson doing a fitness test in the games

barn which I do for every class. But, how it was built upon in year eight, nine or ten, I don't know because I don't know what goes on the PSD programme above and beyond year seven. 107

Female PE Teacher 2 (AF2:2B239-277)

What about things in the way of health related work? 239
240

You tend to look at that in swimming and in cross country. Very general basic stuff. When you exercise, what happens, you know the heart rates, the pulse, listen to this, do that, how long do you take to calm down, but the general little bits and pieces we do there. And then children who are excused from PE, we often give notes and work that is health related. This year when the pool was closed down Mr X did lots on water safety, first aid. Most of the children all had a full course actually. 241

So, the health related work then, is any of it written down? Do you know whether you are all doing the same thing or do you each do it in your own way? 267

I think we each do it in our own way. 268
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Does that apply to the men as well or do they have a different approach? 271
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I don't know, we don't communicate that well as regards to some things. I know they do cover a health related course. They had a six week block for a time but whether they still do it or not, I don't know. Where they work through the different tests and the children write down their results. 273
274

This business about the boys did have a block. Did the girls discuss that? Did you as female staff discuss doing that? I wondered what made people take different approaches to it? 275
276

We did try it. We did do some about three or four years ago where we actually had a block, but we felt the children were missing out. I think it was the way we organised it. We thought they would benefit more from a fully practical lesson and listening and trying to understand what

we were telling them about things rather than sitting down and writing about it and watching videos about it or whatever else.

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SCHOOL B

PE HoD (BM1:6A5-19)

What about the health related side of the national curriculum?

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Yes, we do have a specific course, certainly in year seven and year eight and what we've done, we've taken the 'Action for Heart' and we've adapted it, because the programme is about a twelve unit course and we do it in four or five. Four where the children are involved in a bit of paperwork in the sense of what happens when they are taking exercise, what happens to the pulse, those sort of things and then we keep that thing running through a lot of the other lessons that we might do. So, we come back to it again when we are doing athletics. We talk about fitness requirements for different events. We talk about getting themselves prepared for every lesson. We train the children in year seven to organise their own warm up and they are able then to do that. So year nines that we get next, if we were to say get yourselves into pairs or groups of three and do a five minute warm up they would all be able to do that and take responsibility for it. Whether they would do it left to their own devices I don't know. If they went out and they were playing a game of sport at weekends or something like that they probably wouldn't warm up unless someone said so.

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So what you do is, you have blocks in year seven and eight and at the same time trying to pick up a lot of that through the activity areas.

Did you discuss that approach as a group?

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Yes. We felt that that was the best way to do it, because we could not give ten weeks over to health related exercise. We didn't feel that we could do that. But we could give four weeks over to health related exercise as a specific unit and then take it through other areas. So, we will do a ball skills course with year seven and maybe doing say end ball or where the emphasis would be on passing and moving but we would say right, stop, take your pulse and they would do it and we would talk about how the whole thing is coming, working together.

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Did you contemplate not having the blocks and trying to teach it just

through the activity areas?	13
	14
No, we didn't. We just thought that it was more important that they had a real focus on it right at the beginning, certainly yes. I think if we had tried to do it alongside, it would have got lost. So as a specific focus what activities make your heart rate beat faster and they did some walking and some jogging and some skipping as well as a ball game, standing, throwing the ball at each other so they could see which activities caused a bigger effect.	15
	16
How do the pupils respond to this?	17
	18
They thoroughly enjoyed it. It set the tone if you like for all the other work we had done. So, we'd go to the swimming pool and we'd say to the children you should be able to warm yourself up and I bet if you go to the swimming pool and the children don't warm up before they go in the water. Well ours will because we will say it's an exercise that they need just to stretch and loosen up and they will do it, and they will come out of the water and we might say OK you've just been swimming for so many minutes, take your pulse. So, we kept the thing going through but I felt we had to do that initial matching of theory to practice situation very early on with some controlled activities.	19
<u>Male PE Teacher (BM2:5B457-483)</u>	
What changes were made here as a result of the national curriculum?	457
	458
We tried to change the emphasis away from team sport to make it more fitness-based. We wanted an overall ethos that all of the various components of the national curriculum would link into and fitness seems to be the best one. Also, looking at the general state of the kids that we had here, we had fifteen very good male athletes, the rugby team who were training x amount of times, but the majority of them weren't doing that and had been turned away from sport. So, we had to make it more enjoyable for them. So we looked at introducing some, not necessarily specific games but some fitness-based games, developing things like American football, basketball, korfbal, things like that and putting them into a teaching situation. So you then get the kids back on your side. They realise that it is actually quite good fun and then once you've done that then we started looking at how we could link in the	

various components of the curriculum, which I think we've managed to do quite well. I mean we're under certain restraints as well, particularly with regard to the outdoor pursuits because we can't necessarily offer that, we haven't got the speciality. The same goes for dance as well, we're struggling as far as the dance component's concerned. Under the new guidelines it's no problem now, although we recognise that it is something that we should be teaching. Nobody really feels confident enough to take it on and put it out themselves. 459

460

Do you think that you have got a balanced programme here? 461

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I think so. Dance is the one thing that we are omitting and it's a difficulty because we are in a Creative Arts faculty. If you look at in terms of creative arts it's the major thing that is missing. But aside from that we are a lot closer to what we would like, as close as we could possibly get. 463

464

Is it likely to change on the dance front? Is it likely to be introduced? 465

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I can't honestly see it at the moment. I don't know exactly where it would come, we would need the money to be able to buy staff in I think, bring a specialist in to do that. As far as the resources are concerned, I don't know if we would be able to do that, because of the fact that the national curriculum is now, the way they have adjusted the curriculum as well the school's answer if we say, can we have some more money so that we can to do this? If they actually looked at the document and said well you don't have to it, so do you really need that money, could the money not be better spent elsewhere? 467

468

How do you deal with the health-related side of the national curriculum ? 469

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Well actually, we link that in. They do a health-related course in year seven, year eight and year nine and in year ten, although it's not dealt with by everybody, it's dealt with in a lot more depth with the G.C.S.E PE course which at the moment, the current year ten we've got just over a quarter of all pupils doing it. Next year we've got even more, we've got close to a third. That's also something that both myself and Mr X have got quite a background in, so we've put quite a lot of

emphasis on that and we also teach that during the other sports as well. We do a lot of stuff on aerobic, anaerobic and pulse rate and weights and measurements and fitness and things. 471

The sort of health-related side of it, did you consider trying to teach that side of things just through the activity areas and not have blocks? 477
478

To be honest we didn't because as the kids hadn't been taught it before we thought it was necessary to give them an initial input and the initial input literally only lasts four sessions anyway and from that we then take it into other sports and other activities but continue the same sort of emphasis. It's only basic stuff as I say, things like warm up, warm down. The way that the heart rate changes after warm up and during exercise. But once they have had that initial input it is very easy to transfer it into the main structure in games and things. 479
480

Are you happy with that approach, where you have blocks of work to introduce things and then you can pick up on it? 481
482

Yes, it seems to be working reasonably well. It seems to be anyway. I think the problem, particularly when you've only got one double lesson a week, which we have with the year eights and year nines is that if you spend too long looking at the theoretical topic the kids might get a little turned off because they come to us wanting to use up the energy and actually do something and it's very difficult in the seventy minutes a week that we have with them. 483

Female PE Teacher (BF1:5A169-183)

So, did you put together the health related course then? 169
170

I did the recent booklet yes. There was one before I came. They had like worksheets to work through and then they would take them home for homework and bring them back. But I wanted to see a more jointed piece of work. They actually keep their book. They are responsible for their book and marking in their book any activity that they do over a ten week period and then after the six weeks they come and give feedback. I was lucky because a girl came in and her parents have got one of the sports watches so we were able to assess heart rates and so on and get print outs. That was quite in depth. That was in year nine. But I

don't think we could approach the year eight in, I think we'd lose them
if we hit them with that. I think it's best to deal with heart rate. 171
172

So how is that area viewed in the department? 173
174

Very positively that that should be an overall long term aim.
Because particularly for year ten and eleven. We try to get them to
adopt a positive approach so that they continue physical activity out of
school when they leave school. So we try to develop the idea that they
could, not necessarily go to netball club or go to hockey club, but go
down the local rec. centre and say book a badminton court or join a step
aerobics class or at least take some responsibility for themselves to
develop their own physical attitude. 175
176

What happens at key stage four then if they do these blocks at seven,
eight and nine? 177
178

They don't actually, in year ten and eleven they don't actually
have a health related fitness block. Obviously G.C.S.E they learn more
about it, the biological side of it and so on. In year ten we try to
get them to take a lead themselves. We don't actually offer an option
block. We're thinking of doing that but we want to not narrow it a
little bit more, dictate a little bit more over what they do because
otherwise I think they tend to opt out because they are so used to the
teacher dictating in the lower year. We wanted to give them the
opportunity to try different activities but give them the opportunities
to run the tournament or run, not run the lessons, but take more
responsibility generally. And then in year eleven literally they choose
the option that they would like to do. So they might turn from badminton
to basketball to table tennis to football to rounders. You know, as long
as they are happy to be doing the option that they have chosen we're happy. 179
180

Do you do things like aerobics and circuit work and weights and all
that range of activities? 181
182

Yes, we did all that with year ten this year with the girls because
they felt that netball was below them. I mean with the netball skills
they could have improved a hell of a lot but no they just seemed to be
keyed into that side of things, step aerobics and aerobics.

Fortunately the teacher who comes and helps me when the other part-time PE isn't there, she is actually a qualified aerobics teacher. She's just got her qualification. So on that side of things, we could make the most of her aerobics and step aerobics. So that was quite good and I am looking at things like self-defence or courses like that. At least they want to do it because there has been quite a demand for that. 183

SCHOOL C

PE HoD (CM1:7B749-779)

What do you think influences the way a head of PE would approach it? Because like here you have gone for blocks of time and other schools may not have done that, so what do you think might be influencing how people approach it? 749

754

I think obviously if you have got somebody with a strength in that particular field, who knows a lot about it, and they can inform other members of the department about it's importance, then you are maybe going to pursue it at a greater level than when nobody has really got in-depth knowledge about it. I know that when I was at college there wasn't a great deal of emphasis put on the health aspect, whereas I gather that when Mr X went to college, it proved quite a large element of his course. Nowadays there is more and more documentation coming out about health related fitness. 755
756

Do you think that most heads of PE around the country think that it is important? 757
758

I don't know. I haven't spoken to a lot. I know that some in this area have a similar programme to ourselves, others don't put much emphasis onto it. 759
760

So you wouldn't say that the way in which people approached it in this area was necessarily similar? 761
762

No, whereas if it had been included more in the national curriculum and guidelines had been laid down on how it should have been taught and approached then we could all have been following a similar pattern. 763
764

Do you think that if there had been a seventh activity area there

would have been any sort of outcry from the PE profession? 765
766

I don't think so because I think most colleagues appreciate that if people are health conscious and that, they are going to improve their overall ability within PE, whether it be a gymnastics activity or a games activity. The fitter the body the more they are going to get out of it. I think if we can stress the importance of being healthy at school then in later life I think these people can reflect back on what they have been told at school and will hopefully benefit from it. 767
768

How do you know if the course, the programme that you run from year seven through to ten and then there is an optional bit in year eleven isn't there, how do you know if it works? How do you know if it is successful? 769
770

We actually have little questionnaires and that, which the children fill in and in year seven we actually ask them what they are aware of regarding health and fitness, for example, how they spend their leisure time and so on. In year eight and nine there are different questionnaires and those questionnaires then highlight if they have improved in fitness, if they are doing more leisure activities and so on. So, by comparing the notes they made in year seven in year nine, we'll be able to take in whether these children have improved or not. 771
776

Do you get the chance to look through it and have a look at that or talk to them about it? 777
778

We look through it but in all honesty it's just a quick flick through but we talk more about it yes. Especially in year ten when we are asking them to visit sports halls and that and they have to evaluate what they have done in the various sports centres and what they have got out of it and that. 779

Male PE Teacher and Health Education Co-ordinator (CM2:10B549-591)

With the health-related fitness programme you've got through the years, how do you know that it works? 549
550

There's a question. It always comes back to this evaluation doesn't it? How do we know whether it works? We don't. We keep

getting picked up on this.	551
	552
Do you?	553
	554
Yes, our evaluation, we need to look at our evaluation.	555
	556
Who's picked you up on that?	557
	558
It was picked up a bit on the OFSTED. I mean it's difficult, we do questionnaires and so on, they do a pupil evaluation each year, supposedly, I say supposedly because it has only just come in and we've only really started with year seven, but they are supposed to after each half-term block of whatever they are doing, they are supposed to do an evaluation of that, saying what they have learnt and what new they have learnt and so on. In terms of the health-related it is difficult to see. I mean we are aiming to change attitudes and how you really check that I don't know. I mean I have looked at that before and it's a difficult one. I certainly wouldn't say we have changed any eating habits by watching our dining room. But, this school doesn't support us in some ways, I mean we are going on about healthy diet and so on and what is offered in the dining room is completely unhealthy. So it's sweets left right and centre and chips and so on. We don't really get any support in that direction when we have asked for a healthy diet. We did open a salad bar but the kids didn't want it so we went back to the other.	559
	560
Do you know if you have changed the activity levels at all, through the programme?	561
	562
Well, we discussed that, we don't record it, so part, sort of yearly we'll go through our fitness tests and what people are doing and we'll ask them to do comparisons with previous years and so on but I have no records. It's funny, because we do it with the boys, the boys tend to be active, I would reckon that the percentage of boys who aren't active, who aren't doing anything outside of school is very small, so I would hesitate to say that we'd improved it but I would say it's pretty good anyway amongst the boys. It would be interesting to see what the girls are doing. I hope that doesn't sound sexist, it's not meant to be, it's just the impression we do get.	563
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Do you know if it changes children's knowledge and understanding in the area? 573

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I don't know if it does, I hope it does, as I say we don't put enough time into evaluating these things. I mean one thing that gets me with the health-related course is that it tends to be a rush because of when it is. We did originally put it in that half-term because of the weather, we tend to be inside anyway a lot of the time. 579

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So it's the first six weeks in January is it, it's that January-mid-February slot? 581

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Yes, but like everything at the moment it does tend to be a rush. Certainly, you would never get your seven sessions that is timetabled because it is interrupted by suspended timetable, days in amongst that, interrupted by the ski course where two, three of the department might be away. So for that week it is a different timetable. You end up that you are rushed to get through everything. 583

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The staff who are put on cover for the PE staff who are away, could they teach those lessons? 589

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Some of them. It is a problem that week, I mean every time we have PE staff out because it's briefing the staff beforehand and it's like the trouble I have in health education generally, a lot of the issues I have trouble with, sensitive issues where I just can't get somebody else in to do it, it's got to be somebody who has been trained. I mean there are certain things in here, I wouldn't like them to do the fitness testing because the tests have to be done right or the figures are to pot and you get a false view. Certain of the theoretical lessons, I mean the booklet is pretty foolproof really, so they could do some. I mean I would agree that on evaluation we don't do anything like enough, but I think a lot of the evaluation is difficult to do, to find out if you are actually being successful, if you are actually achieving anything. It would be interesting to know what the latest thinking on all that is. 591

Female PE Teacher (CF1:9A3-37)

So you've got fitness testing in the blocks as well haven't you? So do you fitness test year seven, eight and nine? 3

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Yes, and year ten.	5
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And is that compulsory that they all do that?	7
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Yes, they all do that. I mean you get some who are off because they think there is going to be the twelve minute run. We try and catch up with it but it's not always possible.	9
	10
OK. What are your aims in doing the fitness testing then? Why are you including that?	11
	12
Well personally, it's trying to give them some feedback. For them to look at some of the questionnaires on their lifestyle and just to get over the message of why do you actually do sport, or why should you do it, what are the benefits of it, what can it offer them. I mean they are well aware, most of them are well aware of what the benefits are.	13
	14
Do you also find out about their activity levels?	15
	16
Yes. We actually start again with the questionnaires about how many people are in clubs, how many people walk to school, do you have a bike, this that and the other. It's quite a thorough thing and we do get quite a lot of feedback from them when we are actually discussing it as a class.	17
	18
Apart from the blocks does any of this come out in the other activity areas?	19
	20
Well I mention it quite often. As I say, when people enjoy the aerobics I try to say, well go to X or X or try this that and the other. And again like when children, they may not be particularly good at something, but like if they enjoy tennis you can say like come along at lunch time or go and play at X. So the information is there for them. It's just sometimes again they don't take it on board.	21
	22
Would you think it was possible to teach all the health-related side through the activity areas without the blocks?	23
	24
Possibly, yes. Because it's not separate is it? I mean that would	

be a way of showing that it's not separate, that it's all part of the same overall aim. 25

Which would you prefer to do? 26

I suppose it's easier doing it in blocks, but to make more sense to the children I suppose you should be doing it in every lesson, emphasising it. 27

There's six activity areas, as you know there isn't one for the health area. Do you think it should have been an activity area by itself? 28

I think so yes. Even though you are saying about the way you sort of deliver it, it could be different, it does need to be there. 29

Have you any idea why it was not a seventh area? 30

I've no idea whatsoever. Maybe they thought they would have too much, but I mean I don't think you can miss out something like that, especially when they have all the information about fitness levels declining and about the increase in like stress and heart attacks, heart disease. I always say to the children, you might not think it's going to bother you now but in so many years time it is going to bother you. They always want to live for today but they've just got this thing about teams losing at a national level and I find that sort of takes away what the main aim should be. 31

Female NQT (CF2:8A42-48;74-92) 32

Do you know what they do here in terms of health-related work? 33

We've got, there is a booklet on health-related fitness that they all have to fill out and that goes with them through the years. I've got one lesson of it. 34

What are your views on teaching it in that way? 35

I think it's probably better in blocks because it's more organised that way. I think the more organised you get, the more you can see their improvement and the children know what they are doing as well. So, if 36

it's in blocks every year they can assess their progress throughout the year and if they are not progressing enough then you know that something is going wrong, whereas if it wasn't organised in blocks everything would run into one another and so I think it's probably best organised in blocks.

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When you had sessions at X on the national curriculum and on the key stages, on the health-related statements, did they talk through how to interpret those and how you might deliver it?

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No, not really, not on how to deliver it. We talked about planning and what you would need and how much time you would need, what facilities and what equipment you would need to cover a fitness module, how many staff you would need and so that is basically how you would cover it but not lesson by lesson what you'd do with the kids, that was obviously a bit too much because we were doing that for every topic.

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What sort of things do you think ought to go into these blocks then?

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Body awareness, obviously general health and it's benefits, drugs, sports injuries, smoking, obviously alcohol, sport and it's benefits, how sport relates to health and you could bring in a little bit of physiology, fitness tests, medical tests, so they know what the average heart rate should be, what their heart rate is and how it differs at different ages.

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What age groups do you think that would be suitable for?

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Seven to eleven but obviously getting more complicated as you're going along. In a block you could have a seven minute running test or a step test or whatever and you can assess progress every year and so at the end of year ten or year eleven they can look back on it and see the changes that they have gone through. I should imagine that some will get better and some will get worse.

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So, would you like to see a block in every year right the way through from year seven to year eleven?

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Yes, well maybe not a full term, but maybe a half-term every year on

Appendix J: Case Study School Profiles

Following visits to the three schools, school profiles were compiled. These profiles provide a description of the varying contexts for the case studies and include information about the school, the PE department, the PE curriculum, and PE teachers' views of and responses to the NCPE. Data has been coded to maintain anonymity of schools and individual PE teachers. School code letters are used throughout the text to enable cross-referencing of the material presented (see Chapter 5). Within the text, terms and phrases used by the interviewees are placed within single quotation marks.

School A

School A was a mixed gender eleven to sixteen years state secondary school situated just outside a large town in the West Midlands region of England. The catchment area was predominantly white working class and the school had a very low ethnic population. There was much unemployment in the area. The majority of pupils were 'bussed' into the school from two outlying suburbs. The school roll was stabilising at 740 pupils, having decreased from 1000. The school had been involved in two amalgamations during the previous fifteen years. The school was close to a university campus and was involved in a partnership teacher training scheme with that university (although this did not include PE students) and with another university (which usually involved some PE students each year). A new headteacher and eight staff were due to commence employment at the school in September 1995. The reputation of the school was considered by the PE HoD to have 'gone down in the last few years' (AM1:1A27).

The majority of the PE staff had been at the school for the previous ten years although their roles within the school and within the PE department had changed during that time. PE was a separate department within the school with one male PE HoD who had been at the school for nine years and was leaving to live in another part of Great Britain. There was also a male PE teacher who had been appointed three weeks previously as PE HoD commencing September 1995 on a teaching grade B. In addition, there was one full-time female PE teacher on a teaching grade A and one part-time female PE teacher who was also a head of year. The PE facilities were described by the PE HoD as 'excellent' and comprised two sports halls, one swimming pool, and seventeen acres of playing fields just across the road from the school (AM1:1A183). The capitation allowance for PE was described by the PE HoD as limited (AM1:1A191). PE time was one hundred and twenty minutes per week for years seven and eight, sixty minutes per week for year nine, sixty minutes per week

for year ten (plus an additional sixty minutes per week during part of the year on a carousel model), and one hundred and twenty minutes per week for year eleven.

The newly-appointed PE HoD was of the opinion that the department needed 'looking at' and this was one of his short term aims (AM1:1A364) in addition to publicising sporting events more within the school as many staff did not realise 'what's going on' (AM1:1A275). He could foresee some difficulties with respect to the management of staff within the department (AM1:1A179). For example, he was aware that the female PE staff were not keen on examinations in PE and did not want to be involved in the teaching of it. He was also of the opinion that some girls had been 'deliberately put off' selecting GCSE PE by the female PE staff (AM1:1A231). The school was working towards becoming a community school for which funding had been promised and the PE HoD was hopeful that this would result in improved sports facilities and perhaps improved staffing.

The newly appointed PE HoD described the current PE curriculum as 'not especially well balanced' due to the fact that the PE staff were all major games players and tended to 'go for games quite a lot' (AM1:1B449). As a consequence, games was prominent in the PE curriculum as was swimming because the school had its own swimming pool. Gymnastics was described as separate and different for boys and girls, with the former being 'more formal' and the latter 'more educational' (AM1:1B392). It was stated that dance was 'not the department's strength' (AM1:1A243) and the male PE teachers 'steered well away' from dance whilst the female PE staff only included a small amount of dance for the girls (AM1:1B380-388). Outdoor education was 'not touched' in the PE curriculum (AM1:1B380) and it was considered that perhaps the pupils were 'missing out there' (AM1:1B429). The PE programme for years ten and eleven was described as 'purely optional' (AM1:1B553). A GCSE PE programme was on offer for which thirty-four pupils had opted for September 1995, thirty boys and four girls.

The PE HoD saw the introduction of the NCPE as progress because previously PE teachers 'just made things up', and they 'didn't stick to anything' or 'keep any records' (AM1:1A380). He thought that the PE curriculum and the teaching of PE in his school had changed very little since the introduction of the NCPE other than an increase in record-keeping. One of the female PE teachers considered that there was too much emphasis on planning in the NCPE (AF1:3A155) and she disagreed with the

'two activity approach'¹ at KS4 (AF1:3A183).

With respect to gender issues, the major games, gymnastics and athletics were taught in single sex groups, and some mixed gender PE teaching took place in the upper school. The PE HoD claimed that the PE staff would like to 'keep it single sex' as it 'suited both pairs of staff' in that the male PE staff 'got on with what we had to do' and the female PE staff 'got on with what they had to do' (AM1:1B409). He was aware that, in the following year, there would have to be a shift towards more mixed gender grouping (eg. in gymnastics) because of the timetabling situation. However, this would not apply to the teaching of major games as 'you don't really want the girls around when you're doing rugby or football' (AM1:1B417). Female PE staff were aware that some girls would have liked to play football and rugby in their PE lessons. One female PE teacher, however, described the situation as a 'flash in the pan' involving only a minority of girls who wanted to 'join the lads basically' (AF1:3A251). The same female PE teacher considered that her role was to provide opportunities for girls to participate and develop in sports but this did not mean that every sport had to be included in the PE curriculum. She was also aware of some of the girls' grievances regarding PE kit which was more restricted for the girls than the boys, and explained to the girls that the boys required more kit 'because they get muddy' and then told them to 'stop moaning and to get on with it' (AF1:3A271).

The PE staff had attended few INSET courses other than those that 'they had to' mainly because of other commitments clashing with the predominantly 'twilight and weekend' INSET sessions (AM1:1B453-461). The male PE teachers had 'joked' about attending dance INSET courses but had always found other things to do instead (AM1:1A243). Support from the PE advisory staff was generally considered to be 'quite good' although a female PE teacher made the comment that the advisers were 'out of the classroom more than they are in it' (AF1:3A159). The staff had received school INSET on the subject of differentiation but this had not been specific to PE and it was claimed that the PE staff were finding differentiation 'quite difficult to come to terms with' (AM1:1B598).

An OFSTED inspection was due in early October 1995 and the school was involved in preparations for OFSTED. The PE HoD was not unduly worried about the forthcoming OFSTED inspection as he considered that teaching within the department

¹ The 'two activity approach' at KS4 refers to the requirement within both the 1992 and 1995 NCPE documentation that at KS4, 'Pupils should be taught a minimum of two different activities; at least one of the two activities chosen should be a game. All aspects of the programme of study relating to the appropriate area must be taught for each activity, even if both activities are drawn from the same area' (DES & WO, 1992, p. 11; DfE & WO, 1995, p. 9).

was 'reasonably strong' and the paperwork 'wasn't bad' (AM1:1A99). Having only just taken on the role of PE HoD, his view was that the OFSTED report would provide targets to work towards and a good platform from which to 'launch' (AM1:1B622). He was of the opinion that the department would have to 'tighten up' in 'certain problem areas' and the inspection might make some individuals in the department realise that there were 'deficiencies' (AM1:1B623).

School B

School B was a mixed gender eleven to sixteen years state secondary school situated in a large city in the South East region of England. The school was located in a residential part of the city, close to the river and to a large well-maintained public park. The catchment area was predominantly white middle class, with a proportion from a working class background. The ethnic population within the school was low. The school roll was stabilising at 1000, having gradually increased over the past decade. The school had not been involved in any amalgamations. The school was a partner in a teacher training scheme with a local higher education institution (which usually involved some PE students each year). The headteacher had only been at the school for two terms and staff turnover was generally low, with only a few people leaving that year. The school was considered by the PE HoD as 'popular' in the area because of its high academic standards (BM1:4A29).

The PE department was within the faculty of Creative and Performing Arts. The male PE HoD had held this post for twenty years and was on a teaching grade B. There was one other full-time male PE teacher who had been at the school for six years and was on main professional grade (MPG), one female full-time PE teacher also on MPG who had been at the school for one year, and one female part-time PE teacher. The indoor and outdoor PE facilities were described by the PE HoD as very good and comprised a large sports hall, a gymnasium, two large grassed outdoor areas and four all-weather tennis courts. The PE HoD described the PE department as 'fairly well supported financially' (BM1:4A225) although 'not well off' in terms of the staffing structure considering the size of the school (BM1:4A149). PE time was one hundred and forty minutes per week for year seven and this reduced to seventy minutes per week for years eight to eleven.

The current PE HoD had inherited what he described as an 'horrendous' 'team game orientated' PE curriculum in which the boys' rugby teams used to be coached during PE lessons whilst the needs of the rest of the pupils took second place (BM1:4A161). The male PE teacher described it as the 'old style PE' approach geared towards the teams (BM2:5B431). In comparison, the current PE curriculum was considered to be

much more balanced, with clearer progression from year to year, and a more relaxed teaching atmosphere (BM2:5B439). The PE HoD described his philosophy as 'sport for all' ensuring that everyone has the opportunity to develop to their full potential, and he was satisfied that the school was still 'getting elite sportsmen' but from a 'sounder, wider base' (BM1:4A65). His view was that this approach appealed to parents who wanted their children to come to a school where every child gains from PE. The female PE teacher was happy about the department's 'sport for all' philosophy stating that 'there's more enjoyment out of it this way' (BF1:5A391). She compared it with the practice in some schools in the area who identified the 'better' pupils, took them aside and worked with them in the PE lessons and 'obviously produced the results' (BF2: 5A391). The PE HoD was of the opinion that the status and credibility of the subject had risen within the school due to the professionalism of the staff, their considerate approach and the introduction of GCSE PE (BM1:4B436-440). The PE HoD described the PE department as a 'very good team' of individuals who supported each other well (BM1:4A169). All three PE teachers stated that they enjoyed teaching at the school and had a shared philosophy in the department, 'we all get on very well and think along the same sort of lines' (BM2:5B427).

The current PE curriculum was described by the PE HoD as 'just about balanced' and functioning very well in the activity areas of games and athletics (BM1:6A3). All pupils went swimming in year seven at a local pool but there was no swimming in the PE curriculum beyond year seven. Transport costs for swimming were described as substantial making voluntary contributions necessary. Gymnastics could not be delivered for as many weeks as the PE HoD would have liked because of the problems of rotating four groups into the gym space (BM1:6A3). Outdoor education was identified as problematic as there was no outdoor education beyond year seven, during which pupils experienced outdoor activities such as walking and orienteering during an activities week in the summer term. Although the PE department was within the Creative and Performing Arts faculty, there was no dance offered within the PE curriculum on the basis that dance needed to be taught by a specialist which the department did not have (BM1:4B388-392). The PE HoD felt that it would be difficult for him to re-train in this area and he considered that the other PE staff felt the same way. The decision had therefore been taken to leave dance out of PE and to include outdoor education instead (BM1:4B372-392). The female PE teacher was of the opinion that 'creative pupils missed out on the dance side' but explained that it was not included because PE was limited to one lesson a week, and she considered it unlikely that the PE department would introduce dance (BF1:5A139-146). The male PE teacher felt that the PE programme was balanced 'other than dance' and he could not see dance being introduced because of the need for money for a dance specialist,

and that 'you don't have to do it' with the adjustment of the NCPE (BM2:5B463-7). A GCSE PE programme was offered at KS4 with fifty-six pupils having opted for September 1995, forty-one boys and fifteen girls.

The PE HoD's view was that, given the choice, most staff in the department would prefer to teach single sex groups, 'basically because of the imbalance in numbers' (BM1:6A139). The male PE teacher explained that PE was generally taught in single sex groups because it 'seemed a more effective way to control the changing situation' and the pupils performed 'a little bit better' in a single sex environment (BM2:5B547). However, he claimed that the department was thinking of moving towards more mixed sex teaching because a positive improvement had been noted, 'particularly on the girls' side' which was possibly because 'some dominant boys had pulled them up a little bit, they may not be challenged enough in their current groups' (BM2:5B547). With reference to games, he was of the view that 'as soon as the contact element comes in obviously you need to split' and the justification given for single sex football was the imbalance in performance due to the fact that most boys had played football and the girls had not (BM2:5B551). He expressed some concern over the 'physical nature of an activity' although stated that girls were just as aggressive as boys and played just as hard as a result of being given the opportunity to play with the boys (BM2:5B623). With respect to equal opportunities, the male PE teacher considered that the PE programme was 'much better' than it had been but was still 'not very good' although, in his opinion, the 'ethos was changing with the new female PE teacher' and the PE programme had been expanded although the older part-time female was more traditional and reluctant to change, for example wanting the girls to continue with hockey rather than introducing basketball (BM2:5B619). The female PE teacher considered the PE curriculum to be 'as equal as it can be' although the girls did no rugby and the boys no netball, although her impression was that the boys did not want to do netball, aerobics or step (BF1:5A363).

According to the female PE teacher, the NCPE could not be termed a 'national' curriculum as schools varied so much with respect to facilities and staffing and could not achieve a continuum from primary through to secondary (BF1:5A115). She described the PE staffing situation in her own school as limited which particularly affected the extra-curricular programme and made it difficult to compete against other schools. The male PE teacher considered the NCPE to be a 'good idea' and was pleased that it was now 'less prescriptive' although this had had the effect of 'watering it down'. He expressed some concern that certain schools would not and had not changed their traditional way of teaching (BM2:5B447). He felt that the NCPE had started as quite progressive but had 'slipped back' (BM2:5B451). He explained that

the department's response to the NCPE was to introduce swimming and outdoor pursuits into the year seven programme. However, his view was that the outdoor pursuits area was constrained as it was not their speciality, and the department was 'struggling as far as the dance component is concerned' (BM2:5B451). With respect to the latter, he added that 'under the new guidelines, it's no problem now although we recognise that it is something that we should be teaching' but 'nobody feels confident enough to take it on' (BM2:5B459).

The PE HoD stated that the department was 'weaker in KS4 in terms of the delivery of a balanced curriculum' but declared that the 'balance had been taken away by the NC' although he was unhappy that, as a consequence, it seemed possible to 'get away with doing what you want at KS4' (BM1:6A171). He considered that the PE profession should have been 'forced' and/or 'resourced' to cover the whole range of activities including swimming, dance, and outdoor education (BM1:6A171). Although he welcomed the fact that pressure to make changes had been removed, and considered that the new proposals were easier for teachers and departments to manage, his view was that the NC had been 'watered down' and that the PE profession had missed an opportunity which was 'never going to come back again' to improve the balance of the subject and to increase PE time and resources (BM1:6A171).

The PE HoD explained that programmes were regularly reviewed but that there was little opportunity for internal INSET in which department members observed each other teaching. The school had had an OFSTED inspection just over one year previously and the PE department considered themselves to have fared 'very well', the only recommendation being to rationalise their 'unwieldy' assessment procedures (BM1:4A85-97).

School C

School C was a mixed gender eleven to sixteen years state secondary school situated in a small town in the North East region of England. The school was located very close to the sea front. The catchment area was predominantly lower to middle class and the school had a low ethnic population. There was a high level of unemployment in the area. The school roll had been falling over the past few decades and was currently at 700 pupils. The school had links with local further education colleges, and received their students on work experience. A new headteacher and six staff were commencing employment at the school in September 1995. The new teaching posts were to replace a headteacher taking early retirement and nine staff, some moving to teaching posts elsewhere, some taking early retirement, and some being made

redundant. The school was considered by the PE HoD to have a 'good' reputation locally (CM1:7A37).

The PE department was a separate faculty within the school structure. There was one overall male PE HoD on a teaching grade C who had been at the school for eighteen years and had been PE HoD for nine years. There was also a full-time male PE teacher who had been at the school for ten years and received an 'A' teaching allowance for co-ordinating health education in the school. In addition, there were two full-time female PE teachers, one of whom was responsible for girls' PE and had been at the school for four years and was on main professional grade. All four PE teachers were required to teach a second subject. The indoor and outdoor PE facilities were described by the PE HoD as 'reasonably good' and comprised: one good-sized sports hall (with a newly laid floor), one gym, one hall, a converted fitness room, large playing fields, nine tennis courts, and netball courts. The capitation allowance for PE was described by the PE HoD as 'good' (CM1:7A121). PE time was one hundred and forty minutes per week for year seven, eight, ten and eleven. Year nine pupils also had one hundred and forty minutes except for the 'German' group (twenty per cent of the year group) who only had seventy minutes per week (year nine pupils also 'lost' half a term of PE to careers).

The headteacher and governors had always supported and praised the PE department and the PE HoD considered that PE was of similar status to other subjects within the curriculum (CM1:7A253-261). The male PE teachers were of the opinion that the PE department had a very good reputation for sport in the local area and was highly regarded by PE teachers from other schools for the support provided for district, area and county events (CM1:7A249). The PE department had tried to make their extra-curricular achievements high profile by publicising them within school and through the local press. The PE HoD was content in his current position at the school and referred to 'new challenges all the time' such as LMS and teaching a second subject (CM1:7A393). He did not see himself moving on and hoped to retire in another twelve years from the same school (CM1:7B486). The PE HoD considered teaching a second subject to be a good experience in that it helped to 'see the other side of school life' and to 'relate to all other members of staff' (CM1:7B431). However, one of the female PE teachers was not confident about teaching a second subject to GCSE level and felt that she had not been given sufficient time for preparation or support (CF1:8B284-316).

The PE HoD explained that, because the school's budget was in 'such dire straits', the school was having to lose teachers in order to save money and this meant having to

teach bigger class sizes (CM1:7A265-273). He blamed the government's cutbacks in education and had passed on his concerns about teaching large groups in PE to the new headteacher and the governors. He talked of the irony of having large group sizes for PE yet times when the PE facilities were not used at all (CM1:7B431). The previous head of girls' PE had left in May and was being replaced by a newly-qualified PE teacher. The PE HoD was pleased to have a new teacher joining the PE department, some 'new blood, another generation coming into the department' (CM1:7A357). The female PE teacher was also pleased to have a full-time female teacher in the department as she had worked with part-time staff over the previous two years and felt that the quality of the delivery of PE for girls had suffered (CF1:8B373). The PE HoD expressed some concern that, with a new headteacher, PE time for upper school pupils might be reduced to one hour as in most other schools in the area (CM1:7A289). He strongly objected to the school appraisal system describing it as a 'waste of time for everyone' on the basis that 'nothing could be improved unless money was available to follow through suggestions' (CM1:7A305;353).

The PE curriculum was described by the PE HoD as broad and balanced (CM1:7B530) although he later described it as similar to other schools in the area, mainly games and gymnastics (CM1:7B686). Gymnastics was included for both boys and girls in years seven to nine in single sex groups, with the exception of one mixed sex 'German' group in year nine. In years ten and eleven, boys experienced gymnastics that was described as 'more fitness' whilst the girls' experience was dependent on whether the teacher considered it 'more appropriate to do a fitness element or to carry on with the gymnastics' (CM1:7B538). According to the female PE teacher, the girls did more gymnastics than the boys, and the girls' gymnastics was described as 'modern educational' whilst the boys' was described as 'olympic' (CF1:8B584). Swimming had been included within the PE curriculum up until three years previously when it was stopped because the school could not cover the transport, venue and tuition costs. If money was available, the PE HoD would like to return to including swimming in the PE curriculum (CM1:7B690).

Dance was included in the PE curriculum for girls in years seven to nine and sometimes offered as an option for year ten girls. The PE HoD claimed that year seven to eleven boys did 'barn dancing' for three weeks every Christmas. He did not intend doing any more dance with the boys and did not think that they were missing anything. He added 'we are traditionalists in this area. I did dance for three years at college and, although it's unfair to say, it put me off dance for the rest of my life. I feel there are more important aspects of PE to be delivered - I'll get shot for saying

this - than teaching boys dance (CM1:7B590). The male PE teacher was aware that the PE HoD was 'against' dance for boys and stated that he himself did not feel competent at teaching dance (CM2:10A137). He added that it was not necessary to include dance in the PE curriculum in order to fulfil the statutory requirements of the NCPE and that the PE staff were 'reasonably happy with the imbalance' in the PE curriculum (CM2:10A137). The female PE teacher claimed that the boys did not dance at all and in its place, year eight boys experienced basketball and badminton, leading the female PE teacher to comment that the boys experienced a wider variety of activities than the girls (CF1:8B564). Outdoor education was offered to pupils in years seven and nine in the form of residential courses which were attended by most children despite the requirement to pay (CF1:8B525-536). There was no GCSE PE programme. The PE HoD had considered running a GCSE PE programme but the headteacher had wanted all pupils to follow a GCSE PE course and the PE HoD felt that GCSE PE was only suitable for pupils of a 'certain standard' (CM1:7B439-442). The PE HoD also considered that introducing GCSE PE would require much INSET for PE teachers. He was of the opinion that the department might offer GCSE PE in a few years time as they had just appointed a 'scientist' in the PE department and he thought that the new headteacher might have a different perspective on GCSE PE from that of the previous headteacher (CM1:7B442).

The PE HoD believed that the NCPE had not affected the PE curriculum which he considered to have always been well balanced apart from swimming which could not be included due to financial restrictions (CM1:7B490). Similarly, the male PE teacher was of the view that the NCPE had 'not really affected' the PE curriculum as the department were 'fulfilling it already' (CM2:10A93). He was unhappy about 'losing out on swimming' and about the lack of provision for non-swimmers who attended the school (CM2:10A113). Outdoor education was an area that the PE HoD highlighted for development as currently outdoor education was voluntary with about two thirds of pupils taking extra-curricular opportunities to attend courses in years seven, eight and nine (CM1:7B490). The PE HoD was disappointed that the NCPE had not stipulated more PE time and considered that some schools were limited by their facilities. He described most of the PE staff in the area as 'traditionalists' who enjoyed teaching a variety of sports, many of whom were not interested in teaching 'all of a sudden dance to boys or mixed dance' because 'they might feel that they can't do it' (CM1:7B522). The PE HoD felt that the main concern relating to the NCPE was 'the paperwork that's involved, having to profile the children to such an extent' (CM1:7B522). He stated that some PE teachers in the area were 'disillusioned' by the NCPE and felt that they were being dictated to, when 'they just wanted to get on with what they came into teaching for and that was to teach PE to children' (CM1:7B526).

The female PE teacher admitted to being 'totally lost in the paperwork' and sometimes 'switching off' from the NC although she felt that she should be more knowledgeable about it (CF1:8B467). She considered that the NCPE was good in that it stipulated 'in writing that you have got to offer the children more than just the games' and it stops 'bias towards certain subject areas' (CF1:8B479). However, she was not keen on the emphasis on competitive games at KS4 (CF1:8B628). The male PE teacher considered the NCPE to have improved PE in schools around the country in that it 'forced' them to 'offer a wider range of activities' (CM2:10A101). He thought that the boys at his school should possibly experience more gymnastics yet they were tending to have less, mainly because of interruptions to the PE timetable such as camps, 'suspended timetable', and skiing trips (CM2:10A121).

With respect to gender issues, the policy on gender groupings for PE was to have mostly single sex groups. The justification given by the PE HoD was that males tended to 'dominate most invasion games' and that boys in years seven, eight and nine would 'miss out' on traditional invasion games whilst the girls would 'miss out' on netball (CM1:7B554). Other reasons given were that boys had 'so much positional sense at such an early age' and were 'a bit more aggressive than girls'. He claimed that his department had 'tried' mixed sex PE but had 'found it detrimental to both sexes' (CM1:7B554). The male PE teacher commented that the PE HoD was 'dead against' mixed sex PE as was the previous head of girls' PE (CM2:10A145-149) and his own view was that boys would 'gain from watching what the girls can do' in gymnastics but in games situations the boys tended to dominate (CM2:10A155). He could think of no good reason why HRF lessons were not mixed but thought it would 'be more difficult from a timetabling point of view' (CM2:10A159-167). The female PE teacher stated that there had been 'no real discussion' about gender groups and described any policy as 'hidden' (CF1:8B600). With reference to single sex groups, she stated that 'we just think it works better that way, maybe it's because we've not experienced teaching a great deal of mixed PE, we don't see the need to change it' (CF1:8B548). She claimed that the PE HoD was of the opinion that mixed PE 'does not work' and stated that 'it's a question of what he feels most comfortable with and what he thinks the children will get more out of' (CF1:8B556). She felt that teaching gymnastics to the year nine mixed sex 'German' group had proved problematic because both the boys and girls 'seemed to feel very awkward' and the girls were very conscious about putting their bodies 'upside down and in different positions' in gymnastics kit (which did not permit the girls to wear their wrap-over PE skirts) (CF1:8B620-4). There was some mixed sex PE at KS4. The female PE teacher stated that some girls had asked about trying something different to the traditional girls'

games of hockey and netball (such as football and basketball) but she was reluctant because there were not many not many schools to play against or clubs in the area (CF1:8B513). She personally thought that there might be too much hockey and netball in the PE curriculum for girls but the PE HoD considered it necessary for the girls to spend sufficient time on these games to give them a 'good grounding' and permit development (CF1:8B521). The female NQT stated that she 'did not mind' teaching single or mixed sex PE and had 'really enjoyed teaching mixed sex PE' but had much more experience of teaching single sex PE. Her opinion was that it was 'good for girls to have football and touch rugby lessons and to see men teach dance' because 'it breaks down stereotypes' (CF2:8A219).

The PE HoD considered that he and the other male PE teacher, both of whom had been at the school some time, would benefit from attending INSET courses to acquire some new ideas but explained that these courses were expensive and that he considered providing pupils with equipment to be more important than PE teachers attending courses (CM1:7A333). INSET in the area was considered to be acceptable if one was willing to invest time and effort but, as it was mostly out of school time, attendance was difficult (CM1:7A345). The PE HoD considered that the PE staff required INSET for their second subjects. The female PE teacher talked of 'excuses' for not attending INSET such as not being able to get supply cover and after-school activities but claimed that she should attend more INSET (CF1:8B471). The male PE teacher was 'disappointed' by the INSET structure of 'twilight' and weekend courses and, as a consequence of when they were offered and the cost, he had not been on a PE INSET course for over four years although he had attended health education courses (CM2:10A77).

The school had been inspected by OFSTED just over one year previously. The inspection was described by the PE HoD as 'a bit of a headache' as it created a 'lot of paperwork' (eg. putting lesson plans into a particular format) (CM1:7A329). The female PE teacher described the OFSTED inspection as 'traumatic' as she was unsure what they were looking for and considered that the inspectors 'masked' their questions (CF1:8B443). According to the PE HoD and the male PE teacher, the PE department had fared 'extremely well' in the OFSTED report with only one negative point relating to the need for more pupil self-evaluation but the PE HoD disagreed on the basis that there was not enough time in lessons to have pupils sitting down discussing evaluation (CM1:7A293-7). Despite this disagreement, the PE HoD thought that the OFSTED inspection was thorough and overall the report was fair (CM1:7A317). The female PE teacher agreed with the OFSTED inspector's comments about pupils taking a more active role in learning and considered that she and her colleagues included too

much command-style in their teaching (CF1:8B459). She claimed that individuals might have changed their style a little bit since the inspection but that the department had not 'actually taken that on board fully yet' (CF1:8B463).