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Measuring the Impact of the ‘Two Hours/Two Periods of Quality Physical Education’ Programme

Final Report

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Disclaimer statement

Please note that the views contained in this evaluation report are those of the authors, and do not necessarily represent the views of Education Scotland.

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Executive Summary

sportscotland has invested £3.4 million across the local authorities over two years to 2013/14 to help deliver the PE commitment. Education Scotland has supplemented this with a £2.4 million package of national initiatives to increase the support available to local authorities and teachers. This funding has been used to provide a series of initiatives and support, these were primarily:

- PE Lead Officers (PELOs);
- £3000 Grant;
- Better Movers and Thinkers (BMT);
- Dance / Gymnastics;
- Scottish Disability Sports.

The Robert Owen Centre at the University of Glasgow was commissioned in 2014 by Education Scotland to evaluate these five main initiatives supporting Local Authorities' measures to meet the target of two hours / two periods of quality physical education.

Research aims

The main aim of the research was to assess the effectiveness and quality of the support provided by the five initiatives regarding the reported impact they have had on developing the following:

- Increased appreciation of the value of physical education by Local Authorities, school leaders, practitioners and learners
- Increased interest among practitioners in developing approaches to learning in physical education
- Increased confidence and skills of practitioners when teaching physical education
- Increased opportunities for all learners to participate in high quality physical education.

The evaluation was primarily conducted through the use of online surveys administered to:

- All teachers across Scotland in a position to respond on behalf of their school's PE provision. A total of 696 questionnaires were returned from staff responsible for PE developments in their school, representing a 27% response rate. Seventy-two percent of responses were from primary school staff and 27% were from secondary. There were small percentages from early years centre staff (6%) many of whom are likely to be based in primary schools. A few percent also indicated working in additional support units in either primary or secondary establishments;
- Physical Education Lead Officers (PELOs). A total of 33 responses were obtained;

- Local Authority representatives with responsibility for PE. 40 responses from personnel across 17 Local Authorities who were in a position to provide a strategic perspective on PE and the impact of the five initiatives.

The findings also draw on the detailed qualitative evidence from the considerable open-ended responses in the surveys and, where applicable, additional interviews and focus group discussions with those involved in co-ordinating the national activities that comprised the overall programme.

Key findings

Impact of the five initiatives

The research shows that overall, teachers, PELOs and Local Authority representatives report that the various component initiatives aimed at promoting two hours/ two periods of PE have had a positive impact across schools in Scotland.

Teachers across the primary and secondary sectors were generally positive in relation to almost all of the indicator statements regarding their assessment of the outcomes of the initiatives. In excess of 70% reported that the initiatives have had a particular impact on helping their school:

- Achieve health and wellbeing priorities, including the provision of two hours / two periods of quality physical education for each pupil every week;
- Achieve greater engagement in physical education by children and young people.

Over 50% of teachers reported a positive impact on their knowledge and confidence regarding the teaching of physical education. On the other hand, teachers reported that the initiatives had less impact on increasing the appreciation of the value of physical education among school support staff and parents.

In all but four instances, primary teachers were significantly more likely than their secondary colleagues to give positive responses (aggregating *to a large extent* and *to some extent*) about the impact of the initiatives on a range of outcomes. For example, primary school representatives were more likely to state that the initiatives have increased the appreciation of the value of physical education among pupils (primary 73%, secondary 58%).

This is possibly explained by the fact that the range of initiatives, particularly the PELOs, have been primarily targeted at promoting the capacity of primary schools to promote quality PE. This is because they are less likely to have specialist PE staff in their schools and also more likely to be in need of support because of the decline in primary PE specialists across the local authorities.

Challenges facing the initiatives

The research highlighted a number of challenges facing the various initiatives. Teachers stressed the issues of limited time for professional learning and development, to prepare and plan quality PE lessons and also timetabling issues. They also highlighted that physical space and resources could inhibit efforts to promote PE.

The PELO and Local Authority representative responses reiterated these challenges but PELOs drew attention to the fact that school and local authority management attitudes to PE and their views on how it should be delivered could pose particular barriers to their access to schools, and the nature of their work in supporting schools. Where management were supportive of PELOs' work and approaches then PELOs reported substantial progress. When this support was not forthcoming then they could be excluded from helping particular schools and even local authorities. They also drew attention to the challenges posed when there were limited numbers of PELOs to cover large geographical areas. However, the tenacity of PELOs in creatively working to address the range of challenges was evident in their qualitative responses.

While teachers' comments stressed the positive contribution of the Active Schools programme to their school's efforts to promote Physical activity, comments from the PELOs indicated that schools' use of Active Schools had occasionally lead to confusion among teachers regarding interpretations of Physical Education and differentiation between concepts of Physical Education and physical activity. There was also some concern across PELOs regarding the role of Active Schools staff in supporting curricular PE as they argued this was outwith their core remit.

However, at a strategic level, both **sportscotland** and Education Scotland have been united and clear regarding the message that teachers have a responsibility to plan, and facilitate learning in physical education. Similarly they have stressed that Active Schools, Sports Development and other partners play a complementary role in offering Physical activity, and school sport opportunities for children and young people.

In summary, while the 2014 Healthy Living Survey revealed that there has been an increase in the proportion of schools providing two hours/ two periods of PE, our research indicates that the five initiatives have contributed to this but also that there are still challenges facing efforts to realise the provision of *quality* PE uniformly across Scottish schools.

Recommendations

- The findings demonstrate that the five initiatives intended to promote two hours/ two periods of quality PE (PELOs, BMT, Dance / Gymnastics, Scottish Disability Sports and the £3000 grant) have had a positive impact regarding their aims and should be continued.
- While all of the initiatives have made a positive contribution, the evidence indicates that the PELOs and BMT programme have had a particularly notable impact in terms of scale, difference made to teachers' learning and teaching practice in and the opportunities for children and young people to experience quality PE.
- The findings indicate that teachers are often drawing on Active Schools Coordinators to address aspects of PE curriculum design and to deliver PE. This is outwith the stated role of the Active Schools Coordinator and Programme and was seen by PELOs as sometimes creating tension with the

aims of PE within the context of Curriculum for Excellence. Therefore, there is a need for **sportscotland** and Education Scotland to work together to ensure that stakeholders understand the role and remit of Active Schools Coordinators. This is likely to be promoted by the recently circulated Education Scotland guidance to stakeholders regarding improving the quality of physical education and the respective roles and focus of partners.

- A key area that requires attention is the relatively little impact to date regarding PELOs and the other initiatives on involving parents. It is arguable that parents have the potential to make a significant impact on children and young people's physical education and activity. It is important, therefore, Education Scotland and partner organisations, and PELOs in particular work, with schools to ensure that parents and the wider community are more involved where appropriate in measures to promote their children's engagement with PE.
- There appears to be great potential in developing the PELO's mentoring activity. Also PG Cert PE teachers were mentioned by PELOs as a valuable source of support for their work but it is arguable that they have been underutilised to date. Given these teachers' knowledge and likely enthusiasm, the PELOs could develop a mentoring programme in which the PG Cert teachers could be trained to act as mentors in their schools. Developing teachers' ability to work collaboratively in their clusters will help build capacity regarding measures to promote quality PE that will be sustained after the five initiatives conclude.
- The findings highlight a range of challenges and barriers that can limit the impact of the PELOs and the other initiatives. Perhaps the most important factor is the presence or otherwise of support from school and local authority management for PELOs to access schools and work collaboratively with staff. It is important that Education Scotland and their partner organisations encourage senior education managers across Scotland to adopt a positive stance to the initiatives.
- There is a need for further research to explore the ongoing impact of the five initiatives where our understanding is limited. This is particularly true of Early Years education and Special Educational Needs/ Additional Support needs contexts. This research has indicated the positive contribution that Scottish Disability Sports activities are making to teachers' ability to promote inclusion and reflect the needs of all children and young people. However, the level of detail in feedback was relatively limited from teachers compared to other initiatives.
- Further evaluation should be conducted at an appropriate stage to establish the longer-term impact of the five initiatives and any related developments that occur as a result of policy regarding the strategic partners' collaborative working to promote quality PE.

1. Introduction and context

The Scottish Government has a 2011 manifesto commitment which “by 2014, was to deliver at least two hours of physical education in primary schools and at least two periods of physical education (PE) in secondary schools for pupils in S1 – S4.”¹ In 2012 following the joint Scottish Government / COSLA commitment, all 32 local authorities agreed an action plan with Education Scotland and **sportscotland** in which they committed to ensuring all their schools meet the target by 2014.

In order to monitor progress in meeting this commitment, questions on physical education provision in schools were included in a new healthy living survey conducted in February 2012 with the findings published in June 2014 (Scottish Government 2014). The survey found that 96% of all primary and secondary schools were meeting the target level of PE provision, an increase from 89% in 2013. In primary, 97% of schools were meeting the target of providing at least 120 minutes of PE to all pupils. In the secondary sector, 90% schools met the target of providing at least 100 minutes of PE to all pupils in S1 to S4.

sportscotland has invested £3.4 million across the local authorities over two years to 2013/14 to help deliver the PE commitment. Education Scotland has supplemented this with a £2.4 million package of national initiatives to increase the support available to local authorities and teachers. This funding has been used to provide a series of initiatives and support, these were primarily:

- **PE Lead Officers (PELOs).**

sportscotland has funded a network of PE Lead Officers whose role includes supporting staff in schools to be more confident in delivering high quality learning experiences in PE. The PELOs are supported through professional learning opportunities provided by Education Scotland and appropriate partners and given the opportunity to exchange ideas and approaches to address the outcomes laid out in each Local Authority Action plan for physical education

- **£3000 Grant**

Education Scotland has provided grants for core PE through a bidding process which is open to all schools or clusters. This is intended to help improve the quality of children and young people’s learning experience. Some of these have been used to implement a range of innovative approaches and practice including tackling inequity in opportunity and outcomes for disadvantaged and vulnerable children and young people

- **Better Movers and Thinkers (BMT)**

BMT is an innovative and inclusive programme for physical education that focuses on developing the links between movement and thinking. It uses a

¹ Manifesto 2007. Scottish National Party (page 41).

variety of strategies, including a mentoring programme, to support staff in exploring new approaches to learning and teaching in PE, and sharing good practice. It addresses children's' basic coordination, balance and rhythm through a series of 'scaffolding practices' that also help develop critical personal qualities like resilience and self confidence. The BMT programme also highlights the importance of Executive Function (EF) skills to the learning process, and demonstrates how EF skills can be incorporated in the physical education class.

- **Dance / Gymnastics**

A National Development Officer (DO) has been appointed to provide a range of training opportunities to primary school staff to build their confidence in dance and gymnastics. This DO works closely with the PELOs to implement and sustain enhanced capacity across the practitioners involved.

- **Scottish Disability Sports**

Education Scotland and **sportscotland** are continuing to invest in Scottish Disability Sport's inclusive PE programme which trains teachers to fully include children with additional support needs in PE and promote better outcomes and opportunities.

sportscotland has provided the funding for the seconded PELOS. Education Scotland has provided all other support for physical education including the professional learning of the PELO network. These initiatives provide an opportunity and the commitment to connect physical education with physical activity and sport (PEPAS). It is hoped that staff will work in partnership and plan together to build a strong connection across PEPAS to provide all children and young people with a rich variety of opportunities for sustained involvement in physical activity throughout their school life and beyond. Such a professional learning community is intended to make best use of its teaching staff in planning and facilitating PE with key partners working across PAS, having a clear understanding of the roles and responsibilities and how they can complement each other.

1.1 The evaluation

The Robert Owen Centre at the University of Glasgow was commissioned in 2014 by Education Scotland to evaluate the main initiatives supporting Local Authorities' measures to meet the target of two hours / two periods of quality physical education. This evaluation was primarily conducted through the use of online surveys involving the major stakeholders. In addition, interviews were conducted with representatives of the main national initiatives that comprised the programme to support schools to promote two hours / two periods of quality physical education.

This report is primarily organised around the findings from a teacher questionnaire survey. Findings from PELO and local authority staff questionnaire surveys are discussed at appropriate points throughout the report. The report also draws on the detailed qualitative evidence from the considerable open-ended responses in the

surveys and, where applicable, additional interviews and focus group discussions with those involved in co-ordinating the national activities and programmes. The report's main focus on findings from the teacher survey is in recognition of their centrality in the attempt to determine the impact on schools of the 'two hours/two periods of physical education' initiative.

1.1.2 Evaluation aims

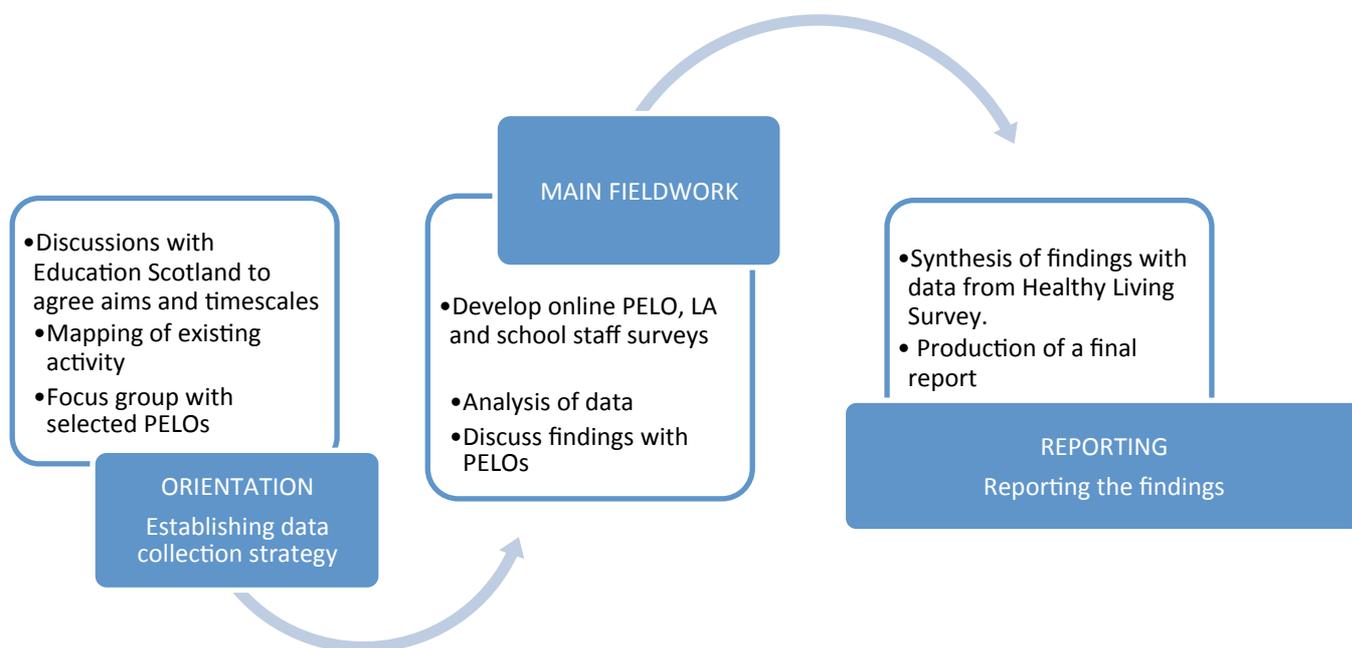
The main aim of the evaluation was to assess the effectiveness and quality of the support provided by Education Scotland and **sportscotland** in relation to achieving the Scottish Government target for schools to 'deliver at least two hours of physical education' per week. In addition, the evaluation aimed to examine the impact that the initiatives and resources provided through the funding outlined in Section 1, have had on developing the following:

- Increased appreciation of the value of physical education by Local Authorities, school leaders, practitioners and learners
- Increased interest among practitioners in developing approaches to learning in physical education
- Increased confidence and skills of practitioners when teaching physical education
- Increased opportunities for all learners to participate in high quality physical education.

1.2 Methodological Overview

The methodology involved a mixed methods approach with three key stages: Orientation, Main Fieldwork, and Reporting (See figure 1). Interviews provided depth and detail to the evaluation while online questionnaire surveys gave an efficient method for gathering information from a wide range and large number of informants.

Figure 1 - Overview of methodology



1.3 Methodological detail

Stage 1 – Orientation

As outlined in Figure 1, the initial stage of the evaluation involved a number of activities primarily aimed at establishing the nature and range of support provided by Education Scotland/ **sportscotland** and the underpinning concepts and ideas regarding quality PE and its place in Scottish policy. To do this, the research undertook:

- A brief review of relevant policy documents and statements to sensitise the study and instruments to the underpinning principles and ideas (including relevant content across the Scottish Government’s web pages² that referred to PE. This also included looking at the policy origins of the current targets for PE such as The Report of the Review Group on Physical Education (Scottish Executive 2004) Salient policy-related academic sources were also consulted to explore perspectives on the policy context of PE in Scotland and associated issues (e.g. (Thorburn M, Gray S (2010), Thorburn M, Jess M, Atencio M (2011));
- Conducted scoping discussions with the then seconded programme manager at Education Scotland and attended an event at the beginning of the research where PELOs and a **sportscotland** representative were informed about the

² For example, <http://www.scotland.gov.uk/Topics/Education/Schools/HLivi/PE> and <http://www.scotland.gov.uk/News/Releases/2012/03/2HOURSPE29032012>

research and invited to comment on the overall proposed methods and issues deemed to be relevant to the research objectives;

- A focus group/ collaborative workshop with a range of PELOs (N=11) from across the country to help refine the survey questions and develop appropriate categories for use in the main fieldwork stage.

Stage 2 - Main Fieldwork

The main fieldwork comprised three online questionnaire surveys for PELOs, Local Authority staff and school staff. Education Scotland colleagues, the PELOs and their networks actively promoted awareness of the surveys across the Local Authorities. In addition the researchers conducted a feedback session with PELOs which sought to validate the emerging survey findings, assist interpretation and provide a further opportunity to gather new information.

School staff survey – This survey provided information on how the initiatives had been used across schools and their reported impact. All 2,569 state funded primary and secondary schools were invited to complete the questionnaire with the staff member responsible for PE/developments in PE asked to complete the survey. The school survey received a 27% response rate and was regarded as key in practitioner feedback on the impact of the initiatives in schools including teachers' reported account of the experiences of pupils.

PELO survey – All 33 PELOs were invited to complete an online survey aimed at capturing their experience of the initiative, the various ways they have been working with schools and partners and the outcomes that they have recorded and observed. All completed a questionnaire.

LA survey – Relevant staff from each of the 32 local authorities were invited to complete an online questionnaire. This survey was designed to provide information on how authorities had taken the initiative forward and the outcomes recorded and observed. A total of 40 responses from personnel across 17 Local Authorities who were in a position to provide a strategic perspective on PE and the impact of the five initiatives.

The three surveys included the same core impact questions / indicators to allow triangulation of the findings. The surveys also included a number of open-ended questions which allowed respondents to provide more detailed information and insights regarding the impact of the initiatives.

Interviews with representatives responsible for the overall management of the component programmes:

- Gymnastics and Dance as part of the two hours/two periods physical education programme (N=1);
- Better Movers and Thinkers (N=2);
- Scottish Disability Sport (N=1);
- Project manager and co-ordinator who were seconded to Education Scotland (N=2).

These interviews provided insights on the underpinning concepts, the nature of the initiatives and key factors that facilitated or inhibited impact.

1.4 Survey responses

Table 1 shows the number of questionnaire responses from the three groups of respondents. Annotated questionnaires are included in the report's appendices.

Table 1 - Questionnaire responses

Source of evidence	Teachers	LA respondents	PELO respondents
Questionnaire survey	696	40	33

Who took part in the school staff survey?

In total 696 questionnaires were returned from staff responsible for PE developments in their school, representing a 27% response rate. The majority of respondents worked full-time (92%), were female (75%), and were over 41 years of age (57%). Seventy-two percent of responses were from primary school staff and 27% were from secondary. There were small percentages from early years centre staff (6%) many of whom are likely to be based in primary schools. A few percent also indicated working in additional support units in either primary or secondary establishments. Table 2 details respondents identified roles within their establishment.

Table 2 – Respondents role within the school

Designation	Frequency	Percentage
Headteacher	212	31
DHT	29	4
Principal teacher	110	16
Class/subject teacher	207	30
Faculty head	44	6
Primary/PE specialist	83	12

The majority of respondents (54%) had been teaching for 16 years and more than 85% had been teaching for over 6 years. In terms of their role within the school in relation to PE, 59% indicated having responsibility for developments in PE, 29% were PE teachers and 37% indicated teaching PE as an additional subject. Responses were received from school staff working in 31 of the 32 local authorities.

A note on primary and secondary teacher responses

Looking at the responses from primary and secondary teacher respondents indicates a number of differences in the two groups. In some instances these variations will reflect differences in the two populations.

More than half (56%) of secondary respondents were male compared to 13% of primary staff. Moreover, primary staff were generally older than their secondary colleagues. Forty-eight percent of primary respondents were aged between 45 and 65 compared to 31% of secondary staff in the same age range.

Primary teachers were twice as likely as their secondary colleagues to work part – time. Ten percent of primary teachers worked part-time compared to 5% of secondary teachers. This is, at least in part, likely to reflect the differences in the gender profile between primary and secondary teachers.

Unsurprisingly, there were also significant differences between primary and secondary teachers in relation to their identified roles within their schools. See Table 3.

Table 3 – Staff designation by school stage

Designation	% Primary staff N = 490	% Secondary staff N = 177
Headteacher	39	9
DHT	5	2
Principal teacher	13	26
Faculty Head	-	25
Class/subject teacher	29	35
Primary/PE specialist	15	3

The greater proportion of responses from headteachers and DHTs in primary schools compared to headteachers and DHTs in secondary schools helps explain the differences in the age profiles of the two groups.

Looking at responses by local authority suggested quite different patterns of response by primary and secondary staff and in both cases did not reflect proportionately the actual numbers employed by the various authorities. For example, among primary teachers the highest number of responses (31, 6%) were received from East Renfrewshire while the highest number of secondary responses (18, 10%) came from Falkirk. The figures for Glasgow, the largest educational authority in Scotland, varied considerably. Seven primary teachers (1% of primary responses) and 23 secondary teachers (9% of secondary responses) returned questionnaires.

Approach to Analysis

Survey data - The overall framework for the analysis was the research aims and objectives documented in the project specification. The data were described and analysed using SPSS (Statistics Package for the Social Sciences). Frequencies, cross-tabulations, and relevant statistical tests were performed whenever relevant.

Interview data - Qualitative evidence gathered during the individual and group interviews were recorded both in note-form and using digital audio recorder. Excel

was used to manipulate these transcripts and the analysis drew on them for clarification and illustration.

Qualitative material gathered from the open-ended sections of the survey and focus groups was also thematically analysed to highlight key topics and issues emerging within and across the various groups. This evidence helped to corroborate the quantitative findings and provide insights on the factors and processes underpinning the survey findings.

Limits of the analysis

In relation to the teacher survey, comparative analysis was limited to responses from primary and secondary teachers. Teachers supporting ASN in either of these schools were included in the appropriate school category. However, there were insufficient responses from early years staff or teachers of ASN working across both primary and secondary schools to include them in the comparative analysis. The comparative analysis involved crosstabulation and chi square tests for significance. Where significant differences in the responses from primary and secondary teachers was found these are reported in the text. Significance is at the 1% level unless otherwise stated.

2. Findings

2.1 The Two hours/ Two Periods of Quality Physical Education programme

Most respondents were familiar with the two hours/two periods of physical education programmes. Eighty percent of respondents indicated that they *were familiar with the initiatives and had a good knowledge of their aims and objectives*, 17% reported having *heard of the initiatives but were not familiar with them* while 3% noted that *they were not familiar with the initiatives*. Importantly, there were no significant differences in the responses from primary or secondary teachers.

2.2 Support from local authority PE Lead Officer (PELO)

Two thirds of respondents (66%) indicated that staff in their school had been supported by a local authority PE Lead Officer (PELO) while 20% reported that their school had not received such support and the remaining 15% *didn't know*. However, there were significant differences in the responses from primary and secondary teachers. Primary teachers (69%) were more likely to indicate that they had been supported by a PELO than their secondary colleagues (56%). Further, secondary staff (20%) were more likely than their primary counterparts (13%) to indicate *don't know*.

Among those who indicated that their school had received support from a PELO, 72% indicated that this took the form of professional dialogue (meetings), 57% reported professional learning (CLPL), 57% also noted receiving support materials (online resources, teaching packages) and 26% reported individual or group mentoring had taken place in their school. Again there were significant differences in the responses from primary and secondary teachers. See Table 4 for details.

Table 4 – Nature of support from the PELO

Support	%	%
	Primary staff N=328	Secondary staff N=93
Professional dialogue (meetings)	66	90
Professional learning (CLPL)	62	39
Mentoring (Individual/Group)	30	12
Support materials (Online resources, teaching packages)	59	45

2.3 Support to achieve the two hours/two periods of quality physical education

The survey asked a number of questions about the potential for schools to have been involved in the initiatives aimed at supporting them to achieve the two hours/two periods of quality physical education.

Fourteen percent of respondents reported that their school had been in receipt of a £3,000 grant from Education Scotland to help them achieve the target of two hours/two periods of PE. An additional 33% indicated 'don't know' while the majority (53%) indicated that their school had not received such a grant. There were

significant differences in the responses from primary and secondary staff. Secondary staff were substantially more likely (28%) to indicate that they had received a grant than primary staff (9%). We can speculate that this might be explained by the fact that the person likely to submit the grant form in secondary schools will be the person with responsibility for PE or a Faculty head, whereas in primary schools it is more likely to be submitted by senior management whose time and remits are spread much wider.

Table 5 summarises how respondents reported the money had been spent. Most commonly, schools appear to have spent the monies on sports and IT equipment for pupils and development work for staff. We are unable to discern further the nature of what kind of development work teachers used the £3000 grant for because their questionnaire did not include an open-ended question to explore this further. However, while the local authority questionnaire did there was almost no reference to examples of the grant related development work.

Table 5 – How did schools use the £3000 grant?

Used to fund...	%	%
	For staff N=82	For pupils N=93
Sports equipment	19	91
IT equipment	53	82
Development work	90	21

Respondents were also asked whether their school had been involved in either the Better Movers and Thinkers initiatives or in Dance Gymnastic support from Education Scotland.

Forty six percent of respondents indicated that staff from their school had taken part in Better Movers and Thinkers initiatives. There were no significant differences in the proportion of primary and secondary staff indicating involvement in this initiative.

Thirty one percent of respondents indicated that staff had taken part in Dance/Gymnastic support. Again there was no significant difference in the proportions of primary and secondary teachers indicating this.

Additionally 63% of respondents reported that staff in their school had been involved with initiatives outwith the current Education Scotland initiative to support two hours/two periods of PE. There was no evidence of a significant difference in the responses from primary and secondary staff. Most commonly this involved a wide range of activities and inputs organised with the support of the Active Schools Co-ordinator. Examples of such support include:

- Sports taster sessions and specific sports activities such as: Basketball; Cycling; Rugby; Cricket/ Kwick Cricket; Sports Leaders; Tennis; Badminton; Club golf; infant gym; Yoga; Gymnastics and orienteering
- Arranging Sports Development Officer visits and sourcing external support such as dance teachers sports coaches and other experts
- Arranging Active Schools Festivals, events etc.

- Provision of after school activity clubs

Active schools coordinators have also provided CPD and advice for teachers regarding physical activity

One teacher said that the 'Active Schools coordinator supports and supplements PE programme'. Another teacher stated that Active Schools supported classes when requested and there was one specific mention of 'Curriculum support'

Twenty percent of respondents indicated that staff in their school had taken part in Scottish Disability Inclusion Training. This was significantly more likely among secondary staff (30%) than primary staff (16%).

2.4 Impact of the initiatives to support two hours / two periods of quality physical education

Teachers were asked to indicate what types of impact the initiatives had regarding their school's ability to provide two hours / two periods of quality physical education. This question used categories that reflected the evaluation criteria for impact for the overall programme as set out in the research specification. Table 6 details teachers' responses.

Table 6 – To what extent did the initiatives to support two hours / two periods of quality physical education lead to the following outcomes?

Nature of impact	To a large extent %	To some extent %	To a very small extent %	No change %	Don't know %	n=
Helped the school provide two hours / two periods of quality physical education for each pupil every week	28	44	10	15	3	588
Greater engagement in physical education by children and young people	27	47	11	12	4	588
Increased appreciation of the value of physical education among local authority officers	13	32	13	14	28	581
Increased appreciation of the value of physical education among school management	24	38	12	20	6	577
Increased appreciation of the value of physical education among school teaching staff	22	40	15	19	5	581
Increased appreciation of the value of physical education among school support staff	12	31	22	23	13	582
Increased appreciation of the value of physical education among pupils	28	42	14	13	4	582
Increased appreciation of the value of physical education among parents	8	33	21	19	18	581
Increased interest among practitioners in developing approaches to learning through physical education	17	46	19	11	7	583
Increased confidence of practitioners when teaching physical education	16	45	20	14	5	580
Increased knowledge of practitioners when teaching physical education	14	47	21	12	5	578
Increased opportunities for all learners to experience high quality physical education	21	47	18	11	3	584
Helps achieve the schools health and wellbeing priorities	29	46	14	8	3	587
Increased the range of physical resources/activities on offer to pupils	24	44	16	14	3	587
New teaching and learning approaches	21	46	18	11	3	580

Teachers' responses were generally positive in relation to almost all of the statements regarding their assessment of the outcomes of the initiatives (combining *to a large extent* and *to some extent*). The highest percentages of positive responses were in relation to:

- Achieving the school's health and wellbeing priorities (75%);
- Greater engagement in physical education by children and young people (74%);
- Helping the school provide two hours / two periods of quality physical education for each pupil every week (72%).

On the other hand, teachers reported that the initiatives had less impact on:

- increasing the appreciation of the value of physical education among school support staff (43%);
- increasing the appreciation of the value of physical education among parents (41%).

In all but four instances, primary teachers were significantly more likely than their secondary colleagues to give positive responses (aggregating *to a large extent* and *to some extent*) about the impact of the initiatives on the following:

- Helped the school provide two hours / two periods of quality physical education for each pupil every week (primary 76%, secondary 62%);
- Greater engagement in physical education by children and young people (primary 75%, secondary 67%);
- Increased appreciation of the value of physical education among local authority officers (primary 47%, secondary 38%);
- Increased appreciation of the value of physical education among school management (primary 66%, secondary 49%);
- Increased appreciation of the value of physical education among school teaching staff (primary 68%, secondary 40%);
- Increased appreciation of the value of physical education among school support staff (primary 47%, secondary 28%);
- Increased appreciation of the value of physical education among pupils (primary 73%, secondary 58%);
- Increased appreciation of the value of physical education among parents (primary 45%, secondary 30%);
- Increased confidence of practitioners when teaching physical education (primary 64%, secondary 52%);
- Increased knowledge of practitioners when teaching physical education (primary 64%, secondary 53%);
- Helps achieve the schools health and wellbeing priorities (primary 78%, secondary 65%).

The reason why more primary than secondary teachers may have reported a positive impact is likely to reflect the fact that they were more likely than secondary staff to have been supported by a PELO and the other PE initiatives supported by Education Scotland. Primary schools were specifically targeted by these initiatives. Part of the rationale for this was that primary schools were tasked with delivering 2 hours of PE at a time when primary specialist posts were being cut from the Local Authorities' provision. Primary teachers generally do not have access to specialist PE colleagues in their schools and have therefore found more need for support and may have benefited relatively more from the available support. Indeed, Education Scotland through national engagement have found evidence that primary non-specialist teachers in particular, lacked both the confidence and capacity to plan and facilitate quality learning in the two hours allocated to physical education. It is also possible that during the initial implementation of PELO activity and the other PE initiatives some secondary teachers were particularly occupied with addressing the changes regarding implementing the New National Qualifications and were less likely to focus on engaging with these opportunities.

The PELOs and Local Authority representatives were also asked to indicate their assessment of the outcomes for the initiatives using the same list of statements (see Table 6). The pattern of their responses largely accords with those of the teachers. However, PELO respondents were more likely to report a stronger level of agreement regarding impact than Local Authority representatives and teachers. Again, we can speculate why this might be and it is possible that PELOs have a more comprehensive view and assessment of the various initiatives across their schools which is reflected in their responses.

2.5 Insights from the qualitative evidence

In addition to the quantitative findings from the survey, the research draws on qualitative information in the form of the respondents' open-ended comments from the surveys and evidence from interviews with key stakeholders involved with the co-ordination and delivery of the main initiatives as part of promoting two hours / two periods of quality physical education target. In particular, this qualitative data provides illustrations of the types of impact the PELOs and other initiatives have had as well as detailing the nature of some of the main challenges these measures have faced. Accounts from the interviews with those responsible for the specific initiatives to promote two hours / two periods of quality PE generally stressed the positive impact each has made on teachers' capacity and outcomes for learners. This was based on feedback to the programme coordinators, including via their own internal evaluations.

2.5.1 Examples of notable impact arising from the initiatives to promote two hours / two periods of quality physical education

Teachers' open-ended comments regarding what they saw as *the most significant development* arising from initiatives to support the target for two hours / two periods of quality PE highlighted a range of outcomes. When these were categorised and listed in order of most to least commonly reported responses, it was clear that

teachers' saw the Programme as mainly improving their awareness of quality PE approaches which had influenced their practice followed by an increase in opportunities for learners to engage in quality PE. Often, it was a combination of PELO activity including supported CPD with input from BMT, resources and other components that had promoted the overall quality of PE. The following quotes from teachers are typical and illustrate the difference the various initiatives have made to PE provision to date:

I have learned so much and am now able to utilise a much broader range of pedagogical approaches to deliver quality, personalised physical education experiences for the pupils in my care. I found this to be beneficial, despite already having a BEd in PE. This course simply helped me understand the complex ecology of teaching physical education.

Secondary Faculty Head

CPD opportunities in Better Movers and Thinkers and a 2 day conference with primary PE specialists which provided resources, learning about Significant Aspects of Learning and networking with colleagues all over the area.

Secondary PT

I think the best development has been the CPD activities targeted at primary teachers to help increase the quality of PE delivered. It is all very well having 2 hours of PE, but the key word is 'quality' and many primary specialists are not confident enough to deliver quality sessions.

Primary PE specialist

Such comments highlighted that teachers particularly valued specific input, such as CPD and also the opportunity to engage in professional dialogue with colleagues at PE-focused events and conferences.

Overall, the qualitative comments from Local Authority representatives regarding the impact of the initiatives concurred with those of teachers. Again, the comments indicated that it was a combination of the various types of Programme activity that was valued. There were numerous references to positive outcomes of the work of PELOs and the various programmes with the Dance and Gymnastics initiative and BMT initiative being particularly well received:

3 schools worked on the cluster approach to BMT. It has provided staff with new approaches to teaching and learning and support the delivery of the entitlement. In addition, 20 PGCE Primary PE staff attended an in-service course delivered by Education Scotland Staff. Our DOs have also delivered sessions to all staff in 3 of our other Primaries, enabling them to achieve their 2 hour commitment.

Local Authority representative

This initiative is starting to roll out in [this Local Authority]. We have a PE Champion from [High School] who is implementing BMT into his/other staff members practise to improve the quality. Other members of staff have been on the 3 day course and are evidencing the pupils being more engaged, challenged and taking ownership of their learning.

Local Authority representative

The teacher and Local Authority comments made reference to cluster approaches being used by some PELOs and the BMT initiative to systematically promote the impact of the initiatives. In some cases, PELOs were supporting teachers to act as PE champions/ mentors within their schools but also across their cluster.

Qualitative comments from the PELO questionnaires provided details of the wide variety of support they provided to schools to enhance their PE provision. The following examples illustrate the wide range of such support and the difference it was making:

I've delivered collegiate meetings and in-service to 110 primary schools where there was no support for PE in the primary sector. I've also initiated PE concept model in ASN schools which have had no quality PE experiences and piloted nurture groups in 4 schools using bilateral integration.

PELO working in a local authority

Using BMT to emphasise the important learning process that takes place in PE and how this reinforces what goes on in the classroom. Giving the HT a stronger rationale for having 2 hours of PE. Launched a PE framework and booklet for schools to use and supported this with regional In-service. Embedded PE into the Authority planning policy and Commonwealth Legacy document.

PELO working in a local authority

These comments reveal not only the range of support, but the various levels at which the PELOs have contributed and impacted i.e. from the classroom to school and, in some cases, at Local Authority levels.

Qualitative comments from PELOs regarding what had worked well in supporting teachers to more effectively teach quality PE highlighted some common themes. PELOs reported that the following approaches had proven effective in building teachers' confidence and promoting skills in line with the aims of the PELO's remit:

- Working with class teachers and their classes, demonstrating and modelling examples of good practice, involving staff in the lesson, explaining why activities and approaches are being taken;

Working alongside the class teachers has dramatically helped increase their confidence to facilitate increased quality learning as there has been previously no support to teachers other than Active Schools or Sports Development input. We have spent the majority of our time modelling lessons for teachers to see the change in pedagogy advocated with the children and also to showcase the concept model approach to physical education.

PELO working in a local authority

The greatest impact has come from spending time working alongside individual class teachers- demonstrating lessons, team teaching and then mentoring.

PELO working in a local authority

Letting teachers know that they have the majority of the skills needed (Significant Aspects of Learning) to make a positive contribution the wellbeing of their children.

PELO working in a local authority

- Building teachers' confidence by getting them to take a group or part of the lesson working in partnership with the PELO;
- Teaching in the space available at the school, using equipment available at the school;
- Providing guidance of the activities covered and possible progressions;
- Promoting opportunity for professional dialogue after the lesson and through discussion to let staff see the relationships with classroom practice and how that transfers into PE;

One-to-one meetings have been useful in moving the curriculum and understanding with headteachers. Working with learning outcomes and experiences, 'significant aspects of learning, planning over a year has developed understanding and plans are being adapted. Professional dialogue indicates discussion is starting to focus on the learning instead of activity.

PELO working in a local authority

- Where appropriate and when staff are confident, conducting an observed lesson and identifying next steps for the teacher's development of their teaching PE.

PELOs reported that such support had promoted teacher confidence regarding teaching PE and where HMle inspections had taken place in the schools, there had been very good feedback from HMle regarding PE.

The Better Movers and Thinkers initiative

In addition to the work of the PELOs, the BMT initiative received particular attention and praise in teacher and Local Authority representative's comments, although some cautioned that it would take time before there was sufficient evidence of wider impact on pupils.

I went on the recent BMT Champions course and this has really made me think about what I am teaching and how I deliver it. I am now using a lot more BMT in my lessons.

PT Secondary school

The BMT methodologies supported class teachers to consider effective ways of delivering physical education lessons. [The] council were involved in a cluster approach the impact of this has still to be evidenced. The Professional Learning opportunity for all class teachers was well received.

Local Authority Representative

Several Local authority representatives, including Perth and Kinross described how the Programme training had been provided extensively and was now being implemented and supported by teachers across their authority.

Further insights on the nature and impact of the BMT programme were gained from the interviews with the initiative's coordinators. They believed that there was considerable evidence to indicate the impact BMT has made in those school clusters where it had been introduced. It was claimed that this was largely as a result of incorporating research on the links between movement and cognitive functions into the programme design. In particular, the importance of 'executive functions skills' (EFS).

The BMT programme coordinators also cited one particular example of teacher's action research that had focused on its use in a primary school.

[In terms of impact] Teachers, have become much more confident, more willing, the kids have demonstrated that they're more motivated...One of the projects that was undertaken in the past academic year Aug 13 – June 14 by a primary school teacher in a primary school in Dunoon. She went on a two-day BMT course, she wasn't a PE specialist... Her expertise lies in numeracy and therefore has the responsibility for numeracy in P6/7. She decided to do a project because she thought she could see a link between the BMT done in the gym and numeracy. Her eight-week action research project entailed:

- *Doing pre and post-test with two different groups;*
- *Group 1 had BMT sessions to support their numeracy work;*
- *Group 2 had laptops and computer games;*
- *Measured after four weeks and after eight weeks;*
- *After four weeks none of the kids in the computer group wanted to be in the computer group they all wanted to be in the BMT group because it was more active and fun. At the end of the two four week sections the laptop kids had improved their overall score in terms of the testing they were doing by 17 points. So that was good, the laptops had helped improve their scores...however, the BMT kids had improved by 50 points.*

BMT programme representative

Some interviewees with a strategic perspective stressed that the longer-term impact and sustainability of the various initiatives to promote two hours / two periods of quality physical education would require creative thinking regarding sustaining initial progress and to extend their activity to schools that have not yet been involved. It was suggested that initial positive impacts from the initiatives could be influenced by them having been conducted in 'fertile' contexts, where local authorities and schools were receptive to the PELO's work and the other initiatives.

Other initiatives to promote two hours / two periods of quality physical education: Dance and Gymnastics training, Disability training and the £3000 grants

While there were references in teacher and Local Authority representative's qualitative comments regarding the implementation and impact of the other initiatives, i.e.: Dance and Gymnastics training, Disability training and the £3000 grant, there was less detail compared to comments on the work of the PELOs and the BMT Programme. Nevertheless, the main themes were generally positive.

Dance and Gymnastics training

Where comments were provided on the support to promote PE through Dance and Gymnastics they were positive. While some were uncertain of the longer-term impact on learners there was consensus that staff had benefited from the training in that they had improved knowledge skills and confidence regarding teaching dance and gymnastics within the context of the curriculum.

Fantastic courses - delivered at the right level for non-specialist primary class room teachers. It was practical - non threatening and participatory for all levels of fitness. Resources were supplied after event - staff then went back to school to experiment themselves, related in to class room practice. Impact - raised confidence and competence, schools now using resource, feedback very positive to PELO.

Local Authority Representative

[It] enabled teachers to explore the significant aspects of learning through a gymnastics context. Provoked further interest from a number of clusters who have requested further input for their whole cluster during next session. Teachers reported that they felt more confident in delivering and differentiating gymnastics sessions. (Evidence gathered from a survey of all participants)

Local Authority Representative

Local Authority representatives reported that classroom teachers who attended the dance and gymnastics courses were said to be more confident in delivering learning through the context of gymnastics with the focus being on 'the concepts that lie underneath Gymnastics rather than on specific/discreet skills which are very technical based'. This was something teachers welcomed and found that they could readily employ this approach to teaching Gymnastics by drawing on their teaching skills.

Several Local Authority representatives stated that they were building on the initial Dance and Gymnastics training and rolling it out across their authorities with the support of the their Development Officers while others stressed that there was a need for more support from PELOs in order to build on the initial impact from this training.

Disability training

While there were references in the qualitative comments from teachers, PELOs and Local Authority representatives regarding the occurrence of the disability training,

there was very little elaboration on the impact of this input. However, one PELO did provide more illuminative comments on the holistic impact this training could have:

Work with Scottish Disability Sport has been very successful within this authority - inclusion courses. After completion of the course it made staff realise that the inclusion was not only in PE but opened eyes to how it links into all areas of the curriculum. It has been so successful in one school that HT and PELO were asked to present at Legacy 2014 event on what they had been doing.

PELO working in a local authority

£3000 grant

The Local Authority and PELO questionnaires asked for qualitative comments on how the £3000 funding was spent. Some Local Authority representatives were unaware of the existence of the £3k grant and others did not know how it had been used in schools. However, those representatives who were aware of the grants indicated the considerable variety of ways in which schools had used the grant to contribute to their PE provision. Some examples included:

- Obtaining specialised equipment to enhance the PE curriculum for schools with limited facilities. For example, rebound therapy³ equipment for use with special needs pupils and buying Nordic walking equipment to facilitate outdoor PE;
- Generally offering flexibility to take a more creative approach to the delivery of their PE programmes. For example, using funding to support the development of tailored support programmes for individual children;
- Paying for specific training. For example, providing a two-day training course to explore how to better integrate PE into the school curriculum;
- Acquiring ICT. For example, buying iPads to help evaluate and analyse movement, and ICT to enabling small remote schools to link and share good practice with another school.

While such examples were evident, there were a small number of more critical opinions regarding the grants. For example, one PELO commenting on the £3k funding said that the grant had 'little effect across the region' and another noted that the grant system had been difficult to access, particularly for primary schools sometimes because of the absence of a PE specialist to inform the application process while other teachers had complained about the application form being difficult to complete.

One of the strategic interviewees acknowledged that teachers had experienced difficulties in developing their proposals and matching their plans to the objectives set out in the form. The timing of the £3000 grant was also deemed to be initially out of alignment with schools' curriculum planning timescale but this had been

³ Rebound Therapy is used to facilitate movement, promote balance and promote and increase muscle tone, improve fitness and improve communication skills. The pupil is placed on a specialised trampoline and is bounced in a controlled way with support from a therapist.

addressed in later calls for proposals. However, it was reported by this strategic level interviewee that there was still an issue with teachers understanding the nature of the requirements for a grant, including key conceptual issues regarding the nature of quality PE. Nevertheless, there is evidence that where the grant has been used it has helped schools promote flexibility in approaches and the curriculum to better meet the needs of pupils and empowered staff to develop their own ideas.

2.5.2 Qualitative insights regarding particular Challenges facing the work of the PELOs and the initiatives

Teachers' open-ended comments regarding reported challenges and barriers to quality PE, featured strong themes, particularly stressing that there was often limited time for professional learning and development and to prepare and plan quality PE lessons. The comments also indicated that physical space and resources could inhibit efforts to promote quality PE.

Teachers' qualitative comments regarding what had been the greatest challenge to their efforts to support the target for two hours / two periods of quality physical education. The following main categories emerged:

- Time/ timetabling issues;
- The need for more resources (staffing/ equipment/ rooms/ funding);
- Negative staff attitudes to PE and not seeing a need for different approaches;
- The need for more training for staff planning, i.e. featuring PE and related staff development in school planning;
- Secondary staff not engaging as fully as their primary colleagues with PELOs who had primary backgrounds.

The latter point was seen by some strategic stakeholders as a factor in explaining why the "majority of engagement of PELOs is in primary schools". Indeed, there was concern from some involved with the programme that where there was a PELO who had a primary background working with a secondary school, they typically faced credibility issues and struggled to have an impact if and when they were engaged by their secondary school colleagues.

Comments from PELOs highlighted a range of factors that acted as serious barriers and challenges to their work to promote two hours / two periods of quality PE.

- PELOs reported the importance of getting headteachers to support their work by allowing access to schools, helping to arrange auditing and evaluation and ensuring time for their input to support PE. However, a strong theme in their qualitative responses was the challenge facing PELOs in securing such support as the following quotes illustrate:

If it is not on the School Improvement Plan headteachers are reluctant to "buy in".

PELO working in a local authority

The greatest challenge has been getting head teachers to timetable the classes for the two hours. Some head teachers are very reluctant to do this. Also I have struggled to get head teachers to allocate any time for their staff to attend training/development sessions on PE. Most have said that they gave time this year they are not going to allocate any time for PE development next year.

PELO working in a local authority

- Teacher attitudes and levels of confidence regarding PE could also act as barrier. This was particularly problematic when Senior Managers did not prioritise PE; *'If the HT doesn't rate PE then the school staff tend not to rate it.'* In some cases, teachers were seen as having become 'de-skilled' over time because of the lack of opportunities for teachers to be involved in quality CPD for PE;

However, with time and co-operation from schools and Local Authorities, PELOs found that they could turn such situations around and make a positive impact:

Having provided a vast array of CLPL as well as in house working, staff are now beginning to feel that they can teach quality lessons without having to have the in depth knowledge of all of the different activities.

PELO working in a local authority

- The presence of numerous and often shifting priorities, with PE being seen as just one such priority was another challenge identified by PELOs and teachers
- Finding time for teachers to participate in professional learning and releasing staff to attend CPD events while they struggled to find supply cover was seen as a challenge by all types of stakeholders.
- Other practical factors such as the local geography or available school facilities were also cited as challenges to the work of the PELOs. However, PELOs demonstrated commitments and creativity in addressing such barriers.

The vast geographical area to cover, with a large number of mainland and island schools. A lot of travelling is involved, a lot of which I have covered in my own time (my choice to make the most of my time in the schools) to try and visit/ work in a large number of schools, in particular more remote ones with poor or limited facilities...

PELO working in a local authority

Facilities in some schools were a real problem but we have provided extensive support to resolve these.

PELO working in a local authority

- Some PELOs reported that the ratio of PELOs to the number of schools could also be challenging:

Finally, a theme evident in PELO's open-ended comments and in some of the key stakeholder interviews highlighted the sometimes conflicting perspectives and

agendas between the various partners supporting schools which could lead to confusion and a lack of strategic coherency and barriers to progress.

Teachers' open-ended comments detailing the range of support received regarding PE developments in their school also frequently made reference to the activities of the Active Schools coordinators, highlighting the role these personnel played in supporting teachers particularly in arranging external specialist input. However, comments, mainly from, PELOs noted that schools' use of Active Schools in efforts to promote quality PE occasionally lead to confusion among teachers regarding interpretations of Physical Education and differentiation between concepts of Physical Education and physical activity. Some PELOs also queried the role of Active Schools staff in supporting curricular PE as they argued this was outwith their core remit. For example one PELO reported:

*The authority...the QIO manager was not prepared to listen to the PELO's professional advice, not understanding the CfE/ Quality PE principles emanating from Education Scotland and our team nationally. The **sportscotland** representative not really understanding the same issues...and both parties pushing Sport as the content for school PE. Active Schools being allowed to deliver in schools' in curriculum time, and neither the authority nor **sportscotland** challenging this. Active Schools coordinator being asked to give opinion on, and asked for advice on, Curriculum PE!*

PELO working in a local authority

This account was not unique and suggests that there are some unresolved tensions regarding the concepts involved, particularly physical activity and physical education, and confusion about roles and remit of the supporting teams. At a national level, the picture appears less contentious with **sportscotland** and Education Scotland producing joint guidance on the roles and remits of teachers and other partners; i.e.: teachers have responsibility to plan and facilitate learning in physical education with Active Schools and Sports Development and other partners having a complementary role in offering Physical activity and school sport opportunities.

2.5.3 Stakeholders' suggestions regarding improvements to enhance the initiatives

When teachers, PELOs and Local Authority representatives were asked to detail in their own words what, if any, improvements and developments they would suggest to support the target for two hours / two periods of quality PE, the following main categories emerged:

- More staff training and support including more support from specialists and outside agencies, particularly to provide guidance on Dance and Gymnastics, BMT and other pedagogy and content to address quality PE;
- Better resources in terms of staffing and practical equipment. This was linked with ensuring sustainability and follow-ups after initiatives;
- Senior management ensuring sufficient time is allocated for PE;

- Additional numbers of PELOs, particularly in areas with large numbers of schools or widely dispersed schools;
- Ensuring coherence on strategic PE aims and concepts across partners. It was suggested that, here that HMIE and strategic planners from Education Scotland, **sportscotland** and local authorities could engage in further dialogue to enhance the shared understanding of concepts regarding physical education, physical activity and sport and how these impinge on the roles and responsibilities of those involved in supporting teachers;
- More emphasis from HMIE in their inspection requirements to schools to ensure schools 'are talking PE seriously';
- Working with universities to develop a better understanding of the importance of PE so that this is reflected in ITE with more time given to content and delivery of PE so students and probationers will be better able to plan and deliver high quality physical education;
- More money/ funding allocated for equipment and resources but also showing teachers how they creatively use their available resources and facilities;
- More information given to schools about quality PE and sources of support;
- Better publicity regarding relevant CPD and other opportunities and developments;
- Help with planning to improve the range of PE activities.

A theme emerging from the interviews indicated that this programme, like so many major programmes, has taken time to establish and evolve to meet the needs of stakeholders and adapt to the local policy and practitioner environment. It has taken time to recruit the appropriate PELOs, select, implement and refine the component initiatives. It is still a 'work in progress' as PELOs work to encourage teachers to take up the opportunities offered and to fully grasp the concepts involved. Ideally, all of the infrastructure would have been in place prior to the launch. However, the realities of policy initiatives rarely follow this route. As one strategic interviewee noted:

You had 32 different perspectives and landscapes in the Local Authorities and to meet these needs you need people early in post...So if we had of had 32 people for two years...that would have helped us to hit the ground running.

3. Conclusions

Our research shows that overall, teachers, PELOs and Local Authority representatives report that the various component initiatives aimed at promoting two hours/ two periods of PE have had a positive impact across schools in Scotland.

The findings demonstrate that teachers across the primary and secondary sectors were generally positive in relation to almost all of the indicator statements regarding their assessment of the outcomes of the initiatives. In excess of 70% of teachers report that the initiatives have had a particular impact on helping their school:

- Achieve health and wellbeing priorities, including the provision of two hours / two periods of quality physical education for each pupil every week;
- To achieve greater engagement in physical education by children and young people.

Over 50% of teachers reported a positive impact on their knowledge and confidence regarding the teaching physical education. On the other hand, teachers reported that the initiatives had less impact on increasing the appreciation of the value of physical education among school support staff and parents.

In all but four instances, primary teachers were significantly more likely than their secondary colleagues to give positive responses (aggregating *to a large extent* and *to some extent*) about the impact of the initiatives on a range of outcomes. For example, primary school representatives were more likely to state that the initiatives have increased the appreciation of the value of physical education among pupils (primary 73%, secondary 58%).

This is possibly explained by the fact that the range of initiatives, particularly the PELOs, have been primarily targeted at promoting the capacity of primary schools to promote quality PE. This is because they are less likely to have specialist PE staff in their schools and also more likely to be in need of support because of the decline in primary PE specialists across the local authorities.

The various qualitative sources of evidence and information provide insights on the factors underpinning the impact or otherwise of the initiatives locally. This material also includes a wide range of examples of how the initiatives have made a positive difference to teachers in their PE practice and planning.

The research has also highlighted a number of challenges facing the various initiatives. Teachers stress the issues of limited time for professional learning and development, to prepare and plan quality PE lessons and also timetabling issues. They also highlighted that physical space and resources could inhibit efforts to promote PE. PELO and Local Authority representative responses also reiterated these challenges but PELOs drew attention to the fact that school and local authority management attitudes to PE and their views on how it should be delivered could pose particular barriers to their access to schools and the nature of their work in supporting schools. Where management were supportive of PELOs work and approaches then PELOs reported substantial progress. When this support was not forthcoming then PELOs were largely excluded from helping particular schools and even local authorities. PELOs also drew attention to the challenges posed when there were limited numbers of PELOs to cover large geographical areas. However, the tenacity of PELOs in creatively working to address the range of challenges was evident in their qualitative responses.

While PELOs reported challenges presented by time issues and time to support teachers, it is interesting there was little mention in their comments regarding those teachers who had completed the PG Cert in Primary Physical Education and who could be a possible extra resource to support programmes/ teachers in Primary schools and in S1/2 Secondary.

While teachers' comments stress the positive contribution of the Active Schools programme to their school's efforts to promote Physical activity, comments from the PELOs indicate that schools' use of Active Schools had occasionally lead to confusion among teachers regarding interpretations of Physical Education and differentiation between concepts of Physical Education and physical activity. There was also some concern across PELOs regarding the role of Active Schools staff in supporting curricular PE as they argued this was outwith their core remit.

In summary, while the 2014 Healthy Living Survey revealed that there has been an increase in the proportion of schools providing two hours/ two periods of PE, our research indicates that the five initiatives have contributed to this but also that there are still challenges facing efforts to realise the provision of *quality* PE uniformly across Scottish schools. Section 4 considers recommendations arising from this research's findings that address this issue.

During their work together to support the implementation of the five initiatives evaluated here, both **sportscotland** and Education Scotland have been united and clear regarding the message that teachers have a responsibility to plan and facilitate learning in physical education and Active Schools and Sports Development and other partners play a complementary role in offering Physical activity and school sport opportunities for children and young people.

As the findings have shown, the implementation of these policies at local level is not always straightforward and unproblematic. However, this is to be expected given the scale and complexity of the challenge to address the amount and particularly the quality of PE in schools. Such an endeavour requires complex initiatives that will take time to embed and address practice and professional culture. However, there is evidence to show that both Education Scotland and **sportscotland** are working together via their initiatives to ensure children and young people benefit from quality Physical Education, Physical Activity and Sport (PEPAS).

4. Recommendations

This section details the recommendations that emerge from the research findings to support to address and sustain the target of two hours/ two periods of quality PE. These recommendations take cognisance of some of the main suggestions from Stakeholders provided in Section 2.5.3.

- The findings demonstrate that the five initiatives intended to promote two hours/ two periods of quality PE (PELOs, BMT, Dance / Gymnastics, Scottish Disability Sports and the £3000 grant) have had a positive impact regarding their aims and should be continued.
- While all of the initiatives have made a positive contribution, the evidence indicates that the PELOs and BMT programme have had a particularly notable impact in terms of scale, difference made to teachers' learning and teaching practice in and the opportunities for children and young people to experience quality PE.

- The findings indicate that teachers are often drawing on Active Schools Coordinators to address aspects of PE curriculum design and to deliver PE. This is outwith the stated role of the Active Schools Coordinator and Programme and was seen by PELOs as sometimes creating tension with the aims of PE within the context of Curriculum for Excellence. Therefore, there is a need for **sportscotland** and Education Scotland to work together to ensure that stakeholders understand the role and remit of Active Schools Coordinators. This is likely to be promoted by the recently circulated Education Scotland guidance to stakeholders regarding improving the quality of physical education and the respective roles and focus of partners.
- Education Scotland and partner organisations should continue to ‘promote the profile and the benefits of PE’ and its contribution to a child's learning. Perhaps a key area that requires attention is the relatively little impact to date regarding PELOs and the other initiatives on involving parents. It is arguable that parents have the potential to make a significant impact on children and young people's physical education and activity. It is important, therefore, Education Scotland and partner organisations and PELOs in particular work with schools to ensure that parents and the wider community are more involved where appropriate in measures to promote their children's engagement with PE.
- There appears to be great potential in developing the PELO's mentoring activity. PELOs' commitment to this was clear but often time was an important factor in developing this aspect of their work. PG Cert PE teachers were mentioned by PELOs as a valuable source of support for their work but it is arguable that they have underutilised to date. Given these teachers' knowledge and likely enthusiasm, the PELOs could develop generic mentoring programme in which the PG Cert teachers could be trained by the PELO so that the teachers act as mentors in their schools. Developing teachers' ability to work collaboratively in their clusters will help build capacity regarding measures to promote quality PE that will be sustained after the five initiatives conclude.

This mentoring approach or model has seen major successes in other curricular areas; in particular, the SSERC Primary Science Cluster Programme. Like that programme, such measures would require strategic guidance and input to encourage buy-in from Local Authority and school management to allow time for mentor meetings, planning and related activities such as teacher-led CPD and self-evaluation.

- The research has demonstrated that the PELOs and the other Education Scotland supported initiatives have had a notable impact on the target of promoting two hours or two sessions of quality PE per week. The commitment and creativity of PELOs is evident in the findings. However, the findings also highlight a range of challenges and barriers that can limit the impact of the PELOs and the other initiatives. Perhaps the most important factor is the presence or otherwise of support from school and local authority management for PELOs to access schools and work collaboratively with staff, it is important

that Education Scotland and their partner organisations encourage senior education managers across Scotland to adopt a positive stance to the initiatives.

- There is a need for further research to explore the ongoing impact of the five initiatives where our understanding is limited. This is particularly true of Early Years education and Special Educational Needs/ Additional Support needs contexts. This research has indicated the positive contribution that Scottish Disability Sports activities are making to teachers' ability to promote inclusion and reflect the needs of all children and young people. However, the level of detail in feedback was relatively limited from teachers compared to other initiatives.
- Further evaluation should be conducted at an appropriate stage to establish the longer-term impact of the five initiatives and any related developments that occur as a result of policy regarding the strategic partners' collaborative working to promote quality PE.

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