



Sport England Secondary Teacher Training Programme

Impact of Phase 1 projects: Executive Summary for Senior Leaders

The following report summarises the impact findings from Phase 1 of Sport England's Secondary Teacher Training programme (STT). Phase 1 took place between June 2019 and July 2020 in 358 schools coordinated by 27 Teaching School Alliances (TSAs).

Context

Young people's attitudes to sport and physical activity are shaped heavily by their experiences at school. Research from Sport England shows that having a bad experience of PE can put them off being active for life. The STT programme aims to address this by giving teachers additional resources and training to positively engage all pupils in physical activity, regardless of sporting ability.

The STT programme provides the opportunity to review and refine current PE, sport and physical activity provision within the local context of your school. It affords time for a project lead to develop relationships with staff from associate PE departments and to formulate, implement and support appropriate interventions and manage the delivery of the programme across the TSA. It also provides scope to engage non-PE staff and to use physical activity as a tool for whole school improvement.

Interventions have changed practice in a variety of different ways: whether working with specific groups (e.g. disengaged boys), individual year groups, or the entire school, positive impacts on engagement in physical activity, wider school outcomes (attendance and behaviour) and student and staff wellbeing have been identified.

An effective review and implementation of relevant teacher training and interventions can influence school ethos and the culture of physical activity. This is at the heart of driving change and should be made explicit within school improvement plans and strategies.

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Feedback from PE staff and project leads

PE staff and project leads have been very positive about the STT programme. A key benefit has been the time afforded them to design and run the programme as a direct result of the STT funding.

“There is a real feel that this project has kick started a new era for PE across the alliance and there are lots of plans in the pipeline to continue to drive PE forward” – Project lead.

“The biggest benefit of the programme has been the investment in time to run and deliver the programme” – Project lead, North East Essex TSA.

The mode of delivery has facilitated the formation of groups of schools that would not ordinarily have worked together, enhancing the links between these schools, and allowing cross fertilisation of ideas and practices.

“Schools have really supported each other and worked together to share good practice; the links we have made will continue long after the programme ends.” – Project lead, Lewes TSA

Impact

19 Phase 1 post-intervention impact reports and 17 case studies were reviewed to assess initial impacts. The following themes were identified:

Physical Education, school sport and physical activity are now higher up on school agendas:

- Schools have taken greater ownership and accountability for PESSPA by making explicit reference within their school improvement plans and strategy.
- Health and wellbeing leads / champions used to promote physical activity across schools.
- Details of interventions used to promote the benefits of physical activity to external organisations, including in one case to Parliament.
- The profile of PESSPA has increased in schools.

Physical activity, school sport and PE has been used as a tool for whole school improvement:

- Physical activity interventions used to engage specific groups and have had positive behavioural changes e.g. reductions in poor behaviour and improvements in attendance.
- Holistic PE curricula have been designed and implemented that emphasise personal development e.g. resilience, critical thinking, analysis skills and communication.
- Interventions have helped create a culture of health and wellbeing within staff and students.

Student and staff wellbeing have been enhanced:

- Staff and students are more aware of the benefits of being physically active to both their physical and mental wellbeing.
- Awareness by staff and students of the benefits of being physically active on mental health has been increased.
- Teachers have been given new skills and strategies for enhancing student wellbeing.
- Healthy role models have been implemented within schools.

What can SLT do to support delivery of the STT programme?

- Get involved in a review of the current curriculum and instigate change where required.
- Use existing networks to broadcast information and to agree a way forward.
- Embed PE, sport and physical activity into the standing agenda of meetings to make them part of everybody's role.
- Make the links to the whole school impacts explicit and share these.
- Develop / embed being active into school policy and vision (and resource the implementation of this).