

Secondary Teacher Training programme

What we're learning about
inclusion and inequalities

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Secondary Teacher Training programme

This document presents the analysis conducted by Sheffield Hallam University on behalf of the Secondary Teacher Training consortium to investigate the similarities and differences between student and staff perceptions, motivations and barriers to PE, school sport and physical activity.

The data was collected using an online survey and gives insight from 81,773 students and 10,285 staff from 1,025 schools taking part in the programme.

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The data sample

- A random sample of secondary school students and staff, without specific targeting.
- This is not a survey of young disabled people, or girls, or **ethically diverse** students, it's a school survey **of all students**.
- This large dataset provides unique opportunities for investigating specific areas of interest.

STUDENTS	STAFF
Total of 81,773 respondents	Total of 10,285 respondents
42,404 (52%) female students	Overall: 6,602 female / 3,298 male PE staff: 797 female / 807 male
16,208 Black, Asian and Minority Ethnic students	Black, Asian and Minority Ethnic staff: 9.5% overall / 5.1% PE staff
7,992 disabled students	Disability: 16% overall / 6.5% PE staff

Headlines

Students

- Largest dataset of young disabled students in England
- Good sample sizes across sub-groups (e.g. impairments, ethnic groups etc)

PE Staff

- Good gender balance
- Less ethnic diversity in the sample than staff overall. Only 11 Black, 9 Asian, 23 'Mixed' and 9 'Other'

A photograph of three young people in a gymnasium. Two students in the foreground, a boy and a girl, are wearing red t-shirts and dark shorts. The girl is wearing a black hijab and glasses. They are both smiling and looking towards the right. In the background, another student in a red t-shirt is visible, slightly out of focus. The gym floor is blue with yellow and red lines. A basketball hoop is visible in the upper left corner.

**What we've learnt about
students**

Method and explanation: what we did, how and why

Our approach

- We explored student perceptions, motivations and barriers by analysing the sample as a whole and comparing different sub-groups:
 - Girls vs. boys
 - Students with one or more impairments vs. those without
 - White vs. ethnically diverse students.
- For comparison, we have stated the physical activity levels (deemed by the no. of days where students are active for 30 mins or more).
- The shaded boxes on the following slides are to highlight the notable differences:
 - Green shading = higher than average values (the darker the green, the higher the value)
 - Inversely, the red shading = lower than average values.

STT student survey data: the sample

	TOTAL	Boys	Girls	Other / prefer not to say	Disabled
TOTAL	81,773	35,248 (43%)	42,404 (52%)	4,066 (5%)	7,991 (10%)
White	62,631 (77%)	27,516 (44%)	33,251 (53%)	1,864 (3%)	6,372 (10%)
Black	4,411 (5%)	1,994 (45%)	2,192 (50%)	225 (5%)	286 (7%)
Asian	6,371 (8%)	2,667 (42%)	3,406 (54%)	298 (5%)	348 (5%)
Mixed Heritage	3,798 (5%)	1,659 (44%)	1,912 (50%)	227 (6%)	392 (10%)
Other Ethnicity	1,628 (2%)	609 (37%)	709 (44%)	310 (19%)	274 (17%)
Disabled	7,992 (10%)	3,679 (46%)	3,493 (44%)	819 (10%)	–

Student perceptions, motivations and barriers

Gender differences

Boys > Girls					
Group	Enjoyment of PE	Confidence in PE	Competence in PE	Included in PE	Average days of 30> mins. PA
TOTAL	16	23	17	10	0.40
White	15	23	16	10	0.34
Black	21	23	20	16	0.80
Asian	17	22	18	8	0.48
Mixed	18	24	15	13	0.48
Other	17	19	13	7	0.80
Non-Disabled	17	24	18	10	0.45
Disabled	16	20	13	11	0.12

The figures above represent the difference between the percentage of boys and girls who report enjoying PE, and feel competent, confident and included during PE lessons and the average days of >30 mins or physical activity. In all cases the boys gave a score that was higher than girls, the higher the value, the bigger the difference.

Key findings

- Girls are less active than boys
- Girls express lower levels of enjoyment for PE than boys
- Girls feel much less confident than boys
- Girls feel much less competent than boys
- A lower proportion of girls feel included in PE
- Gender differences transcend demographic characteristics

Student perceptions, motivations and barriers

Disability

Disabled vs. non-disabled students					
	Enjoyment of PE	Confidence in PE	Competence in PE	Included in PE	Average days of 30> mins. PA
Non-disabled	72	61	56	72	4.04
All Impairments	60	50	49	59	3.87
One	66	58	54	65	3.93
Two	59	49	48	59	3.82
Three	58	45	44	56	3.88
Four Plus	47	36	38	45	3.78

The physical literacy and activity level of disabled students versus non-disabled students by the number of impairments reported (% of positive responses)

Key findings

- Disabled students are less active
- Disabled students have lower levels of enjoyment
- Disabled students feel less confident and competent
- Disabled students feel less included
- There are major gender differences
- The more impairments a student has, the lower their perceptions of PE and activity
- The main barriers are not 'provision not accessible' or 'lack of opportunities'

Student perceptions, motivations and barriers

Ethnicity

Black, Asian and Minority Ethnic students vs. White students					
	Enjoyment of PE	Confidence in PE	Competence in PE	Included in PE	Average days of 30+ mins. PA
TOTAL	71	59	55	70	4.02
White	71	58	54	70	4.09
BAME	70	62	58	71	3.78
Black	73	68	69	75	3.78
Asian	68	58	50	70	3.66
Mixed	71	62	59	71	3.99
Other	65	59	56	65	3.78

Comparison between the physical literacy and activity level of students from different ethnicity backgrounds (% of positive responses)

Key findings

- Black, Asian and minority ethnic students are less active than White students
- However, there are differences in the PE experiences between ethnically diverse groups
- There are nuances between groups, for example:
 - Black/Black British students (and to a lesser extent Mixed Heritage students) enjoy PE more, have higher levels of confidence and competence, and greater feelings of inclusion.
 - Asian students report lower levels of enjoyment and competence than White students.

Motivations for being physically active

Overall picture

Motivations	TOTAL (%)	White students	Black, Asian and Minority Ethnic students	Disabled students
Being with family	10	10	10	13
Challenging myself	24	25	23	22
Having fun	43	44	43	41
Competing against others	18	17	22	15
Improving appearance	30	31	29	27
Being healthy	55	56	54	48
Trying new things	14	13	15	15
Feeling good	32	33	31	30
Being with friends	35	36	31	35
Learning skills	14	13	16	13
Leading/organising others	4	4	5	5

Percentage of respondents reporting each motivation

Key findings

- There is some consistency across the groups regarding the motivations to be physically active.
- The main motivations overall are being healthy (56%), fun (41%), friends (35%), feeling good (32%) and appearance (31%)

Motivations for being physically active

Motivations and ethnicity					
	White – Black, Asian and Minority Ethnic	White – Black	White – Asian	White – Mixed	White – Other
Being with family	0.0	0.5	-0.7	1.0	-0.6
Challenging myself	1.3	-1.1	2.2	1.5	3.9
Having fun	1.0	3.4	-0.9	1.2	1.2
Competing vs. others	-4.2	-8.2	-2.6	-3.2	-1.5
Improving appearance	1.9	0.7	2.8	0.1	6.2
Being healthy	2.1	3.7	0.1	1.6	6.5
Trying new things	-1.8	-1.8	-2.8	-0.4	-0.8
Feeling good	2.0	4.1	0.8	1.2	2.3
Being with friends	5.4	8.4	4.0	3.9	6.1
Learning skills	-3.4	-4.3	-3.5	-3.0	-1.8
Leading/organising others	-0.9	-1.3	-0.3	-1.0	-1.7

Key findings

- Motivations (and barriers) differ by ethnic group.
- The importance of being with friends or family, or competing with others, or having fun should not be generalized across all Black and Minority Ethnic groups

The table shows motivations to be active as reported by those from ethnically diverse backgrounds relative to those reported by white students. Zero represents no difference, positive numbers show motivations which are more prominent amongst white students and the negative numbers / green represent stronger motivations from ethnically diverse young people.

Motivations for being physically active

Motivations and gender

	TOTAL			White			Black, Asian and Minority Ethnic			Mental Health		
	G	B	Diff	G	B	Diff	G	B	Diff	G	B	Diff
Being with family	1.0	-1.2	2.2	1.0	-1.2	2.2	1.1	-1.0	2.1	-0.1	1.7	-1.8
Challenging myself	-0.9	1.8	-2.7	-1.1	1.7	-2.8	-0.7	1.9	-2.6	-1.6	3.6	-5.2
Having fun	-4.1	5.9	-10.0	-4.6	6.1	-10.8	-2.4	4.7	-7.0	-2.8	7.8	-10.6
Competing vs. others	-1.6	2.2	-3.8	-1.5	1.9	-3.4	-2.2	3.2	-5.4	0.0	0.3	-0.3
Improving appearance	5.3	-6.0	11.3	5.4	-6.4	11.8	4.7	-5.3	10.0	10.1	-11.0	21.1
Being healthy	0.2	1.3	-1.1	-0.1	0.9	-1.0	0.1	2.2	-2.1	-0.8	5.3	-6.1
Trying new things	0.5	-0.5	0.9	0.3	-0.4	0.7	1.3	-0.8	2.1	-1.1	3.5	-4.5
Feeling good	2.3	-2.0	4.3	2.3	-2.3	4.5	1.8	-1.6	3.4	2.8	-1.1	3.9
Being with friends	2.3	-2.5	4.9	2.2	-2.6	4.8	2.5	-2.5	5.1	2.7	0.3	2.3
Learning skills	-1.8	2.2	-4.0	-1.8	2.1	-3.9	-1.8	2.6	-4.3	-2.6	4.3	-6.8
Leading/organising others	0.3	-0.5	0.8	0.2	-0.4	0.6	0.5	-1.0	1.6	0.5	-0.7	1.2

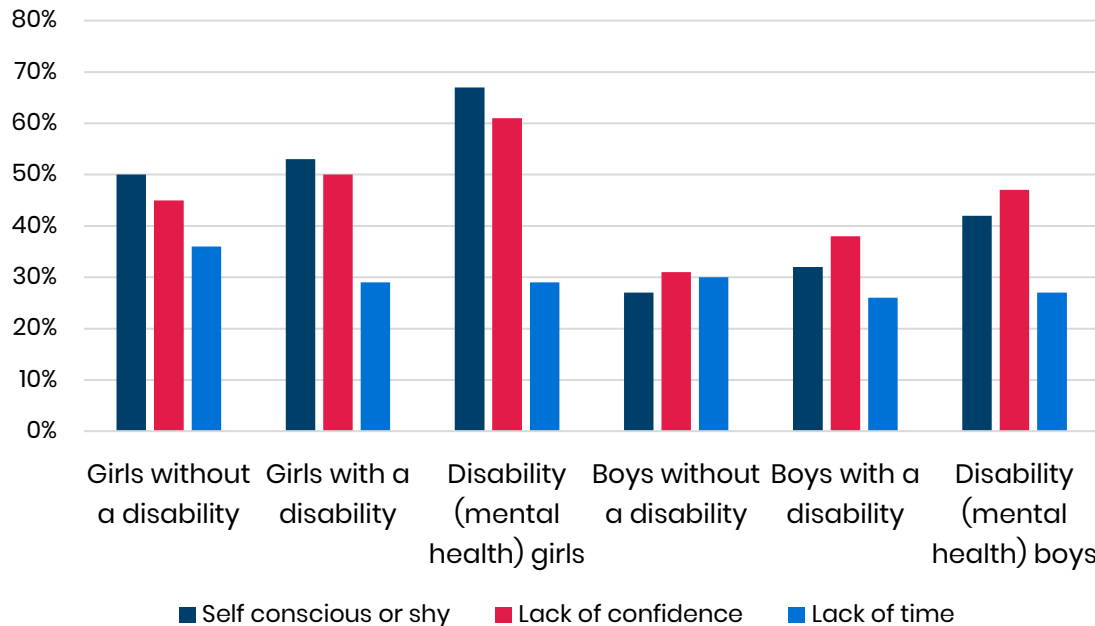
The difference between motivations to be physically active reported by boys and girls, ethnically diverse students and students with a mental health impairment.

Key findings

- There are significant gender differences: boys are more motivated by fun and girls by appearance
- There are some differences in motivations by ethnicity and disability, especially mental health

Barriers to being physically active

Barriers to physical activity



Percentage of students citing the three main barriers to being physically active and the difference between boys and girls, disabled and non-disabled students and in particular, students with a mental health impairment.

Key findings

- There are significant gender differences
- A much greater proportion of girls than boys report experiencing the main barriers – self conscious / shy, lack of confidence and lack of time
- These barriers are more pronounced for disabled students and are felt more acutely for students with certain impairments e.g. mental health
- Time is less of a barrier for students with impairments

Key takeaways:

Gender differences are substantial and are noted across all demographics

Disabled students have lower enjoyment and feel less confident, competent and included. This is felt more acutely amongst girls and is exacerbated by the number of impairments

There are differences in enjoyment, confidence, competence and inclusion between ethnically diverse groups

The biggest difference in motivations and barriers are between genders. However, there are also differences between ethnic groups and by impairment types

A person-centred approach is required – we/you can't do the same for everyone



**What we've learnt
about school staff**

STT staff survey data: the sample

	Number	Percentage (%)							
	TOTAL	Male	Female	White	Black	Asian	Mixed	Other	Disabled
PE Staff	1643	49.1	48.5	94.9	0.7	0.6	1.4	0.6	6.5
Senior Leadership Team	997	42.4	50.8	91.7	1.3	1.3	0.6	0.8	12.5
Other Staff	7507	26.5	69.8	89.4	1.5	2.2	1.6	1.3	18.7
Both PE Staff and Senior Leadership Team	138	55.8	41.3	89.1	0.7	0.7	4.3	1.4	11.6
TOTAL	10285	32.1	64.2	90.5	1.4	1.8	1.5	1.1	16.0

- Good sample size of staff (10,285) and PE staff (1,643)
- PE staff are equally represented in terms of gender
- The ethnic diversity and percentage of disabled PE staff is much lower than the sample as a whole (see purple shading)
- Within the sample there are only 12 Black and 9 Asian PE teachers.

Why might this be important? ...relatable role models

- **The profile of staff in terms of ethnic diversity and disabilities is not reflective of the students**
- Disabled individuals and those from ethnically diverse backgrounds are under-represented in the PE staff sample
- It is unclear to what extent this is a function of the sample or whether it is reflective of the picture across all schools in England

	White	Black	Asian	Mixed Heritage	Other	Disabled
PE Staff	95.9%	0.7%	0.6%	1.4%	0.6%	6.5%
Students	76.6%	5.4%	7.8%	4.7%	2.0%	9.8%

How active is the sample?

Key findings

- PE staff are more active than non-PE staff
- Students are more active than non-PE staff
- Male staff are more active than female staff (including PE teachers)
- Male students are more active than female students
- In general PE staff are more active than their students with the exception of staff of mixed heritage staff and those of other ethnicity who are less active than students
- We have to remain conscious of the small sample size when breaking down the staff sample by ethnicity.

	TOTAL	White	Black	Asian	Mixed Heritage	Other	Disabled
PE Staff	4.35	4.37	5.58	4.90	3.39	3.20	4.04
All Other Staff	3.31	3.33	3.34	3.39	3.03	3.56	3.25
Students	4.02	4.09	3.78	3.66	3.99	3.78	3.87

Number of days active per week

Staff attitudes to PE, school sport and physical activity

Key findings

- School based physical activity and PE are deemed more important than sport and PA outside of school
- Black and Asian staff value sport more than average (91% & 90% respectively) compared to 84%
- Disabled staff value sport less than non-disabled staff (78% v's 86%).

How important do you think it is for your students to be engaged in the following?			
Physical activity during the school day	School sport	Physical education	Physical activity and sport outside school
93%	84%	93%	88%

Why might this be important? ...relatable role models

Key findings

- In general, students value PE and physical activity less than staff
- This is consistent across all ethnicities except those from “other” ethnic groups who reported lower levels of importance
- Disabled students reported lower importance of PE and PA than non-disabled students.

	White	Black
Staff	93%	93%
Students (total)	78%	79%
Students ('other' ethnicity)	72%	70%
Students (disabled)	70%	71%

Perceptions of the impact of PE, school sport and physical activity

- There is universal agreement about the positive impact that physical activity has on physical and mental wellbeing, individual student development and, to a slightly lesser extent, academic achievement and behaviour.
- This is consistent across staff from groups except those from 'other' ethnically diverse backgrounds.

	Academic achievement	Behaviour of students	Physical wellbeing	Mental wellbeing	Individual student development/ character development
Staff (total)	92%	93%	99%	98%	97%
Staff ('other' ethnicity)	86%	86%	92%	92%	92%

Do students agree?

- **Student responses were consistently lower than those from staff**
- Student responses were consistent across all groups except those from 'other' ethnic groups and disabled students.

	Academic achievement	Behaviour of students	Physical wellbeing	Mental wellbeing
Staff (total)	92%	93%	99%	98%
	Your school work	Your behaviour	Your health	Your mood
Students (total)	49%	55%	91%	71%
Students ('other' ethnicity)	43%	49%	81%	62%
Disabled students	45%	51%	83%	61%

Perceived roles and responsibilities

	Percentage of staff who agree that within their job role they have a responsibility to:			
	Discuss physical activity with your students?	Promote physical activity to students?	Be a role model to encourage physical activity within the school?	Encourage inactive students to become more active.
TOTAL	70	76	74	74
White	70	77	74	75
Black	73	80	71	79
Asian	63	74	65	69
Mixed	69	79	74	75
Other	67	72	69	69
Disabled	64	72	65	70
Non-disabled	72	78	76	76

Asian, 'other' ethnicity and disabled staff reported below average levels of agreement.

Roles and responsibilities – in reality:

	Percentage of staff who currently:			
	Discuss physical activity with your students?	Promote physical activity to students?	Be a role model to encourage physical activity within the school?	Encourage inactive students to become more active
TOTAL	74	76	66	67
White	74	77	66	68
Black	75	73	61	70
Asian	67	67	55	65
Mixed	73	75	68	68
Other	73	70	64	63
Disabled	70	73	54	63
Non-Disabled	75	78	69	69

Asian staff, staff from other ethnic backgrounds and disabled staff are less likely to discuss and encourage sport and physical activity to students.

Roles and responsibilities – how do they compare?

- **There is a gap between job responsibility and capability to put into practice being a role model and supporting inactive students**
- This is enhanced amongst disabled staff, with levels of confidence and support issues requiring further exploration (see next slide).

	To what extent do you currently:			
	Discuss physical activity with your students?	Promote physical activity to students?	Be a role model to encourage physical activity in school?	Encourage inactive students to become more active
Responsibility	70%	76%	74%	74%
Reality	74%	76%	66%	67%

Why?

- The main barriers to staff discussing and promoting PESSPA are reported as a lack of time, lack of engagement from students and lack of support from SLT.
- Disabled staff also report lower confidence and knowledge and understanding.

	How would you rate the following with regards to your ability to discuss and promote PE, physical activity and school sport with your students?				
	Your confidence	Your knowledge/ understanding	Support from SLT/School management	Time available to engage students	Engagement by students
TOTAL	65	61	46	31	41
White	65	61	46	31	41
Black	68	62	49	38	48
Asian	61	57	48	39	46
Mixed	65	61	44	35	46
Other	64	61	36	25	41
Disabled	54	50	39	22	34
Non-disabled	68	64	48	33	43

The percentage of staff who rate themselves positively (i.e. good or very good) against each barrier

Roles and responsibilities – comparisons between PE staff and other staff

To what extent do you currently:					
		Discuss physical activity with your students?	Promote physical activity to students?	Be a role model to encourage physical activity in school?	Encourage inactive students to become more active
PE Staff	Responsibility	98	99	99	97
	Reality	98	99	99	97
Other Staff	Responsibility	62	70	67	68
	Reality	68	70	58	60

How would you rate your ability to discuss and promote PE, PA and SS with your students?					
	Your confidence	Your knowledge/ understanding	Support from SLT/ School management	Time available to engage students	Engagement by students
PE Staff	98	98	65	58	66
Other Staff	56	51	37	22	33

The difference in the roles and responsibilities between PE Staff and Other Staff. Note the difference in reported responsibility and reality for other staff and the differences in self ratings between PE and Other Staff.

To what extent do you think PE lessons at your school offer inclusive provision for all students irrespective of gender, disability etc?

In total, 70% of students report feeling included in PE

- Gender differences exist (77% for boys, 67% for girls)
- Only 59% disabled students feel included in PE (73% non disabled)
- Only 57% of the least active students feel included (vs. 77% of the most active)



Summary:

- Staff ethnic diversity and disabilities are not reflective of the students
- Disabled and ethnically diverse individuals are under-represented in the PE staff sample
- Sport is valued less than PE and physical activity by staff, except Black and Asian staff who give it equal value
- Students value PE and physical activity less than staff

Summary:

- Staff universally acknowledge the positive impact of being physically active. Students appreciate this less than staff, particularly disabled students and those from 'other' ethnic groups
- Non-PE staff don't encourage and promote physical activity as much as they think they should. This is primarily due to a lack of confidence and understanding
- All staff report a lack of time, lack of engagement by students and lack of support from SLT as barriers to promoting physical activity more
- PE staff think that their school's PE provision is inclusive. However girls, disabled students and less active students feel less included in PE lessons than other students.