

Notes of the House of Lords Select Committee on a National Plan for Sport and Recreation roundtables with PE teachers

Wednesday 16th June 2021, 15:45–17:30

Transcript of group one

Attendees: Penelope Robb; Steve Waide; Terry Graves; Niall O'Brien; Carley Hartup; Participant A.

Members: Lord Willis of Knaresborough; Lord Hayward.

Introduction from Lord Willis of Knaresborough

Lord Hayward: Good afternoon, I'm Lord Robert Hayward a Conservative Peer. I'm a former rugby referee and still obsessed by the sport, and I'm a founder chairman of the world's first gay rugby club.

Lord Willis of Knaresborough: Thanks very much indeed. So that's our panel and I'm wondering if we can ask you all to introduce yourselves.

Participant A: I'm a PE teacher in Bristol. I trained to teach down in Devon and then came to teach in Bristol, so very different types of schools and I've had some real contrasts. The diversity in Bristol has been brilliant. I'm also a second in faculty across expressive arts in our school so I've had a little bit of experience in that this year as well. That's everything, I think.

Lord Willis of Knaresborough: Great and welcome to you. Penelope?

Penelope Robb: I'm a PE teacher as well. I'm Head of PE and Second in Department for Computing and Creative Arts at an all-girls Islamic school in Blackburn.

Lord Willis of Knaresborough: Lovely, thanks. Steve.

Steve Waide: Hi everyone, my name is Steve Waide. I've been involved in education for about 13 years in PE. I've worked in schools in Leeds and Wakefield as a Head of PE and I've set up my own organisation called Beyond the Physical where I'm a PE consultant, particularly in Yorkshire, but we've got people working around the country in schools.

Lord Willis of Knaresborough: That's providing lessons is it, Steve?

Steve Waide: No. We're consultancy so we're not delivering the PE, we're advising on the delivery. So, we're going in and helping teachers to teach and providing support.

Terry Graves: My name is Terry Graves and I've been in Physical Education for 41 years and counting, from Head of PE, school leader, a PE adviser in Hertfordshire and I'm currently an adviser and consultant for the Association of Physical Education, and also for Sport England working on their secondary school teacher training programme.

Lord Willis of Knaresborough: Are you appointed by an LEA or a private consultancy?

Terry Graves: No, I was appointed by the Association for Physical Education because of my work in PE over 40 years.

Lord Willis of Knaresborough: OK, thanks very much indeed. Carley.

Carley Hartup: I am a HLTA and PE lead in a Church of England infant school, just on the edge of the New Forest. I also coach gymnastics and level 1 football.

Lord Willis of Knaresborough: Excellent and welcome to you all. I wonder if I can start with you Participant A, and ask you as a serving PE teacher what are the main challenges that you face when delivering PE to pupils.

Participant A: In this particular school- I can't say that this is necessarily the case in every school- but there's a number of things such as the cultural backgrounds of some of our students that sometimes give us some kind of difficulties. So, they're not traditionally, or in their cultures, necessarily advocates for sport or they don't tend to take part in as much sport, so therefore they come into school with that same kind of mentality, where they've kind of switched off to it before they've even given it a go sometimes. So, we're trying to really come down on that. We've got a load of girls that have really taken to rugby of late, and girls that potentially haven't had the opportunity to do that before, because we're in quite a disadvantaged area as well so they don't necessarily access clubs outside of school. So those are probably our key things. All the general things like girls in sport, sometimes you've always got a cohort of students that are potentially disengaged because they haven't found the sport that they particularly enjoy yet- if they do in the future hopefully. But those factors are obviously an issue everywhere I imagine.

Lord Willis of Knaresborough: Just as an observation, does the cultural background affect the boys equally to the girls.

Participant A: No, it doesn't seem to. Not to the same extent. I think that quite often it's the case that the females haven't taken part in as much sport in their families, and in their backgrounds, and that's transferred down. Some of them where we've tried to get to the bottom of what their reasons are for not wanting to engage, and what deters them, and some of them say 'my parents say that it doesn't matter, we've just got to do well in maths and business' and they've got that kind of mindset and I think that's sometimes instilled in them, unfortunately, before they've even given it a go. That's sometime some of the things we face.

Terry Graves: So, my experience in the schools that I've worked in, in both North London and various places in Hertfordshire- and the 100 schools that I've supported- I think the main challenge, still, is the status and value of PE in schools. In schools where PE is valued by the senior leadership team, by the governors, by the headteachers it thrives, but in schools where there isn't that support it really does struggle. And you could have the most passionate leaders of physical education in those schools and they are basically hitting their heads against a brick wall. And the problem I think that we have is that core subjects

will get a lot of preferential treatment, and they invariably squeeze out the foundation subjects and as a result of that Physical Education gets squeezed in terms of time and resources. And that leads to a narrow-ended curriculum of what can be done and I think that is the biggest issue, and the biggest set of challenges that PE teachers face.

Lord Willis of Knaresborough: So, what's the answer to that Terry?

Terry Graves: Well quite simply I think the answer to that is to make physical education a core subject, and if you make physical education a core subject, you're not going to have those kinds of pressures and it'll be treated in the same way as the other core subjects. And also, then there would be- I would hope- at least two hours a week of high-quality curriculum PE time in secondary schools, and possibly going back to the old days when it was a daily dose of physical education and physical activity in primary schools. And I think that that would help tremendously. One of the things that the pandemic has shown, as you touched on in your introduction, is how important physical activity and physical and mental health wellbeing are, and physical education is unique in being the only statutory part of key stage 1 through to 4 where it has to be, studied in the national curriculum, it has to be delivered, the thing that's missing I think is the fact it's not a core subject.

Participant A: Sorry to jump in again, I just want to add to that. I think Terry you're completely right, but also; I think on top of the physical and mental wellbeing I also think that PE is one of the main subjects in school that actually enables kids to develop life skills such as leadership, teamwork, resilience and all of these things that they take on to every aspect of life and in their futures. And I think that's something that is overlooked far too much in the process of school's focus on again, those core subjects, and I think those are the things that are more transferable than anything else. So, I just wanted to add that.

Lord Willis of Knaresborough: If we just come to Carley, and ask, Carley you are a primary teacher of PE, so do you get it easier then because it is a core subject and therefore all is well in primary schools.

Carley Hartup: I wish it was. I actually only work in infants at present, but I do have some experience of teaching in a junior school. I think that it comes back to teacher training and the confidence of the teachers that are delivering the subjects, because working alongside student teachers at the moment, if they've had any delivery of how to teach PE to the pupils across primary, it's minimal if any. Fortunately, if they're working alongside me, or they go to another school that sees PE as a priority then they may gain that training, but if they go into a school that doesn't they'll be expected as a qualified NQT to deliver this subject without any prior knowledge. It's not valued by the educators who are teaching our teachers.

Lord Willis of Knaresborough: So, you have to have a qualification to teach maths or English in Key Stage 1 or 2, but not PE even though it's a core subject.

Carley Hartup: I deliver the PE. I've gained qualifications, I'm a HLTA, so I'm actually not a qualified teacher so I've gained my Level 5 so I can deliver the PE

and push the PESSPA across my school, and in the local community. But no, not across Primary, if you're a qualified teacher you can then deliver PE across the curriculum.

Lord Willis of Knaresborough: OK, thank you. Steve?

Steve Waide: Just to add to what Carley was saying then, we've delivered PE teacher training to probably 3000 trainee teachers since January, across 17 universities, and that generally will be the only PE training they get, and that is sometimes maybe two, maximum three, 1-hour sessions that we've done online remotely and tried to show them the principles of delivering high quality PE in primary schools especially. And then these people have got jobs for September, they're expected to go in in September and deliver high quality PE after three hours training and it's just almost impossible.

Lord Willis of Knaresborough: Can you just repeat how much training they get from you before they then go and teach in primary school.

Steve Waide: It depends on the university. Some universities allocate a lot of time to it and some universities have courses that are PE specialism, but even that PE specialism is probably a week, if you're lucky.

Lord Willis of Knaresborough: So, most are simply getting an online course?

Steve Waide: Yes, pretty much. 3-6 hours max.

Lord Willis of Knaresborough: 3-6 hours. Thanks very much for that Steve. Lord Hayward do you want to come in here?

Lord Hayward: I was going to ask the second question and follow up on the answers that we've been given in relation to the first question. Can I ask Penelope first, is the curriculum for PE fit for purpose and how can it be improved? And associated with that, given the sort of school that you're at could you elaborate any thoughts you have on Participant A's comments concerning the cultural barriers or barriers, in terms of parents not wanting them to concentrate on PE and physical education.

Penelope Robb: In terms of fit for purpose I would say as an educator and head of department I have a lot of say on what is taught to the students, and that really helps. Where it falls down is in assessments really, in that you're having to do certain activities for the point of whole school assessments in a way that doesn't actually support and reflect PE. So, we do end up wasting time, where we could be spending time improving skills, improving wellbeing, improving sport for life where we are thinking about 'right we've got to get you to a point where we can assess you.' And I know there isn't really meant to be assessments in PE in that way anymore, but still in most schools that I speak to there needs to be some form of assessment like that for the whole school process.

To respond to the second question, I'm in an all-girl, all Islamic school and so I've got to say this is slowly changing over the last seven years that I've been at the school. If I went back seven years there would be no child whatsoever doing

any sport outside of school time, and now although the increase of that is small, there are some students who are participating in sport outside of school- but it is minimal. And part of that, is mosque commitment for us, and that is where we struggle with our extra-curricular and getting competitive teams out, is that the time allocation because all of our students will go to mosque after school, every day after school, and they can't be pulled from that. The second thing that I've found is a deterrent to the students a lot of the time, is when we are competing competitively against other schools in our local borough, we're rarely successful in our competition, and that's partly because in those competitions it's set up to 'you will be the best school' as opposed to can we go and play against another school that might be of a similar level. We've asked a lot in the borough if we can enter a B-team, and not an A-team, and the answer is always no, you have to enter an A-team and then a B-team and so with our students that aren't doing any sport out of school, and have limited extra-curricular time, when we then do get them, they're not actually experiencing high-quality competitive sport because they're going against teams where their students are playing that sport three or four times a week. So that's quite often what we find.

Lord Hayward: Thank you. Steve you've got your hand up.

Steve Waide: In all the questions that I saw in your email that was sent out, this is the one I'm probably most passionate about, the curriculum. So, in the primary curriculum there is one section in it that explains that you can play modified games and too many staff- for the reasons we've already talked about- don't know what that means. And then there is a list of sports after it that results in primary curriculums being delivered as a list of sports. I know the point of this call is to get people playing sport, but there's endless research to suggest that a curriculum that is just a list of sports disengages a large percentage of pupils. In terms of certain games, certain activities and what motivates pupils to be involved and that's resulting in drop out as young as seven years old. Seven-year-old children are dropping out and deciding that they don't want to be involved in PE and sport because of how the curriculum is delivered in primary schools. Not all primary schools, but it's only a slight tweak for me in the wording of the curriculum, particularly in the key stage 2 section. In secondary, and I was guilty of this when I was a head of PE, and head of faculty and SLT lead for PE, that is also a list of sports, the curriculum is a list of sports. You do football for six weeks, you do netball for six weeks, hockey for six weeks and we do it regardless. So, if we've got four sets in Year 8 and we know that the bottom set in Year 8 can't think of anything worse than playing hockey or football, and we know they don't like it, why are we delivering it then? We're not getting anything from it, the kids aren't getting anything from it. So, for me, and this is my opinion but there's loads of research to back this up, sport specific curriculums are disengaging pupils and that's the issue. Because if we have engaged pupils, they will join the after-school clubs or they will join the local football, rugby or tennis club, but if we disengage them in school and they have a bad experience why would they? Why would they go and join a club? So, it's really important that the delivery of PE in schools is as holistic as possible, engages as many people as possible and that they are learning skills that are transferrable to the sports that they choose to go and pursue, and not just

saying we're playing netball for six weeks because it disengages too many people. There has been research around for thirty years saying this and we're still delivering it like that, particularly in secondary schools. It's definitely an issue.

Lord Hayward: Participant A, you've got your hand up. Can I ask you in commenting, you made the observation originally about a number of pupils not believing that it's in their best interest, or that it's relevant to their own experience, is this a cultural thing or is it because you've got communities who are driving to get on and therefore education, in terms of academics is actually deemed to be of more importance than sport and recreation. Which is it, as well as making any comments that you want to make?

Participant A: I think it does come down to value, if I've grasped your question correctly, I think it comes down to the amount they value it definitely, and the value of other things over that as a priority for sure. I think their time is spent outside of school working towards those subjects that they value as opposed to engaging in anything in the community in a sporting context. And what I was going to add to Steve's comments, is we've actually moved our curriculum to reflect all that research and reflect your views there. We've moved away from teaching sports and we're actually trying to teach physical literacy through different strands. So, we think about life skills, motivation, competence, knowledge and understanding, confidence all those kind of things as strands and whatever sport we're doing we just use it as a vehicle. So, we don't now say that we're going to do a term of cricket, we now try and do it as we're going to have a term where we're focusing on leadership or some kind of theme in knowledge or understanding, so it could be about strategies and tactics. And that's where we're moving towards, and it is very much work in progress at the moment, but we are steering away from sports being the main aim.

Lord Hayward: Terry, if you could comment briefly and then where people have got their hands up, they may want to tack on thoughts in relation to any one question rather than going round one on because we're trying to cover a fair amount of ground. So, Terry and then I'll throw it back to you Lord Willis.

Terry Graves: Thank you, I'll try to keep it brief. I think everybody that's on this call today, who are working in physical education, knows that a quality curriculum and a high-quality curriculum is based around relationships and developing relationships, making connections and making sure that the young people who we're working with feel that they belong. Steve used the word engaged, and making sure that the curriculum is engaging. In terms of the national curriculum, it's a minimum requirement but schools have the flexibility to make sure that they are doing it in ways that are school specific in terms of context. And as people have touched on today that means amending and looking at things in a slightly different way and looking at activities. And again, it's been mentioned about all of the cross-curriculum skills, and transferrable skills, that are developed in PE, and they're there in the curriculum but it's important that us, as physical educationalists, ask all the time what is the purpose of the activity, what is most valuable for our pupils and how will each activity enable people to learn more and do more. I heard Hannah Miller speaking recently, who

is the recently appointed HMI for Physical Education, and she talked in these terms as well and making sure that everything is sequenced and is progressive and there is continuity, where there are very, very clear exciting and engaging end goals for all the stages. I think the National Curriculum allows people to do that, but people have got to have the confidence as leads of Physical Education to actually make sure that the PE curriculum that they're delivering for their young people is ambitious, is aspirational with exciting endpoints, that they cover carefully the content that is in the National Curriculum but again it needs to be relevant to their communities and is effectively sequenced from simple to complex, and enabling the learners to make progress and engage in things that they are going to enjoy, learn from, gain transferable skills and crucially will want to carry on for the rest of their lives.

Lord Hayward: Thank you.

Lord Willis of Knaresborough: Thank you very much indeed for that Terry. When I listen to a number of you speak, first of all I feel very guilty as a former headteacher in terms of designing the curriculum particularly around sport and I think I'm as guilty of anyone of my generation that did that. I'm interested in pursuing this issue of, if you have a PE curriculum which is not specific sport linked but you develop all the skills which enable you to take part in a variety of sports should you so wish, it does depend on there being, and it's something that Lord Hayward has mentioned frequently during this inquiry, of having a set of sports clubs which in fact are then able to take out those youngsters and develop them on and give them that competitive edge and all the rest of it. I don't see those available, do you Terry?

Terry Graves: I would have to disagree with you. Certainly, from my experience in the last 27 years of being a senior leader in a school in Royston, which is a small rural town in Hertfordshire, we were a long way from anywhere in terms of links and great facilities so we had to, way back with the founding headteacher of the school, make our school into the hub for physical education and sport in that area. And the crucial partners in that were all of the clubs. And some of the clubs were actually set up through the school, many of the clubs in the town are actually linked very closely with the school so much so that we're talking about formalised signed agreements and sharing of coaches, and coaches from the clubs will come in to help with extra-curricular activities. Some of our teachers who are also National governing body qualified level 2 coaches will go and work in the clubs. A prime example is a basketball club that was based at the school, in fact a Mini-Basketball England centre was based at the school, and all these things were started by the PE teachers and an inspirational headteacher who set up the school in the first place. Coming back to something that Steve said earlier, if we're doing our job properly in terms of the curriculum, which is the dog, then the tail wags vigorously and these young people can't wait to extend their wonderful learning experiences and a great enjoyment by extending and enriching either in clubs that are run by the school or clubs that are linked to the school. But it is something that has to be worked at, and it also has to be valued, and the clubs that schools link with there needs to be a shared vision and a shared set of values for those kinds of things to happen.

Lord Willis of Knaresborough: This is a broader question, and I'd like to hear what other people have to say, what we've heard is that some say 40% but it could be as much as 70% of all facilities for sport and recreation are in the hands of schools, and yet getting access to those facilities, from what we've heard time after time, is the Devil's own job. And without that your sort of notion as to how an inspired head and an inspired school can go is very very difficult. Have we seen any examples of where we've really had a totally different look at how we use schools and their facilities and that this hub and spoke mechanism is quite fundamental to success? Steve, you've put your hand up there.

Steve Waide: Sorry, it's just a quick one to confirm what you're saying. As well as my PE background, I'm also a football coach, currently doing my EA license, but I run a grassroots junior football club in Leeds, it's one of the biggest in the city, and we can't get to use one school's facilities. We haven't got a base; we use local parks. There must be six high schools in the area, with excellent facilities, and we cannot get in there for love nor money so it does support exactly what you just said there. It's all well and good us being a massive club but links with the school are important.

Lord Willis of Knaresborough: So, Steve what is the answer to that?

Steve Waide: Well generally their excuse is paying someone to open the facilities on a weekend, they have to pay the caretaker to come in on a Saturday or a Sunday to open up and lock up and whether we can allocate funding for that sort of thing or allocate funding for schools to allow them to be open on a weekend. Because it's not just a football club or a rugby club that will benefit from it, it's sports hall and netball teams that would benefit to it.

Lord Willis of Knaresborough: Steve, the Youth Sports Trust receives a large amount of money from the Government, why can't that be used for that or is it in some places?

Steve Waide: Good question. I've no answers as to why it is not being used in that way.

Lord Willis of Knaresborough: Do any of our guests have any connection with the Youth Sport Trust in terms of their own schools or organisations. (*Silence from participants*) That's interesting Robert, that response.

Penelope Robb: We are connected with the Youth Sport Trust, but not in funding facilities or anything like that we use the Youth Sport Trust to take on some of their initiatives and run those through our school. That's how we're linked to them.

Lord Willis of Knaresborough: Ok. Terry.

Terry Graves: I will keep this one short. One of the things that we used to use was to get some funding and grants from our Active Sports partnerships and Sport England and that enabled us to actually not charge clubs that were using our facilities, including at weekends. Not very much money at all, but it did pay for things like caretakers being on site. And it comes back to my original thing

right at the beginning about the status and value of PE in the school. If you've got leaders and a community, and certainly where we are in Royston we've got to travel anywhere to get to a large conurbation and we have to basically make things happen ourselves otherwise things wouldn't happen, and thousands and thousands of people who are not adults would not have had the opportunities that they've had through high quality PE and school sport. And I think it's that old saying; where there is a will, there is a way and Sport England certainly with their Uniting the Movement certainly one of the things that they should be looking at is to help schools make sure that their facilities are open to local sporting clubs.

Lord Willis of Knaresborough: Thank you. Do you want to come back on that Lord Hayward?

Lord Hayward: I was going to move on, if possible. I'm conscious that time is ticking on and we can cover some of those things, but I'd like to pick up on this question that was touched on earlier about people dropping out of sport, and there were comments made about people as young as seven giving up. Can I ask the question first to Carley, and then I'll come back to Participant A, with the question; have you found any silver bullet way of keeping kids interested in sport and recreation and I'll put one suggestion to you, but one is a broader range of options within schools and this was put to us by pupils earlier this afternoon. Carley, can I go to you first and ask the question what are the best ways of getting those who are dropping out to stay in sport and recreation.

Carley Hartup: I lay the foundations, I'm in an infant school so that's early years to year 2, so I need to have that broad balanced curriculum for our pupils. So, I look at the cohort that we've got, we don't buy into a scheme for our school, we look at the pupils we've got and the community we have. And we have a lot of military in our area, we have a diverse community so we look into what sports the children know from home. Again, we don't look at sport specific, I'm laying those foundations of allowing them to participate in many activities throughout their curriculum time, to use a variety of resources to learn how to for example, to move a ball with a stick, to move a ball with their hand or their foot, to work with a partner or with a few of their peers then going into key stage 2, the community work with that school, it's again a very PESSPA driven school. We work alongside the families. We provide sport specific before school clubs, extra-curricular clubs. We talk to the pupils, the parents, the community. We're very close to Southampton Football Club and Hampshire Cricket. We look at how we can enhance our children and what we can provide them to keep them interested and to lay those foundations for that lifelong learning. It's not that sport specific so that they don't feel that they're not good at something. They should all be good at moving and that's what we should celebrate and how we can use that movement, however they choose to keep moving throughout their education up to secondary.

Lord Willis of Knaresborough: That's a lovely quote.

Lord Hayward: That's an interesting point and I've just noticed that Niall has joined us and he's got his hand up so I'm going to go to Niall next.

Niall O'Brien: Hello. Really interesting point. I wanted to share something that we've introduced at our school and are looking to share more widely with other schools in our community in Bradford.

Lord Hayward: Can you just clarify Niall what sort of schools yours is please?

Niall O'Brien: Yes. So, we are on the edge of inner-city Bradford, with a 1.5 form entry. Some pupils attending live amongst the top 10% most deprived neighbourhoods nationally. Around 18 months ago we were inspected under the latest inspection framework and after some incredible work from our staff team we were graded 'Good' in four of five areas. We are fortunate to be part of a local delivery pilot with Sport England and have begun to embed a whole school approach to physical activity, PE and sport alongside our comprehensive outdoor learning offer for pupils. An area of our provision I am incredibly proud to share with you is an initiative that we've just this year launched, and it's something that's quite close to my heart. This aligns really nicely with what we've been discussing in terms of sport and recreation. We launched our 'Physically Active Enrichment' offer which takes place every Friday afternoon. All classes in school, from year 1 to year 6, select an option, the options are all physically active. We've carefully considered the options to ensure they are broad and balanced in respect of considering the needs and interests of all. The options include play-based activities, low level to moderate physical activity, non-traditional and traditional sport. In terms of the opportunities, we are providing to our pupils here are some examples of what we currently offer; Nature photography, soft archery, we have scooting and cycling, nature walks, Boccia, Kurling, Tri golf, traverse wall activities, VX, team building equipment, risky loose parts play, ball games, hula hoop disco and obviously we offer traditional sports such as football, basketball and hockey. We have an incredible outdoor learning area now in which our pupils can access den building and fire lighting. We've got a pond dipping area and a bird hide. So essentially our active enrichment offer is incredibly broad and the whole idea behind that was to make sure that providing an inspiring, fit for purpose and inclusive offer to excite and engage our pupils. It's vital we understand that there are some children who simply don't want to engage in traditional sport and team games. We'd like to think that what we're offering has been carefully considered to ensure that every child can enjoy being physically active. We launched our active enrichment offer about six months ago, and we were very fortunate to be contacted by the BBC who filmed a piece on how as a school we've invested a portion of our PE and sports premium funding to place our pupils physical and emotional wellbeing at the heart of school life. We're working closely with schools in Bradford, and across West Yorkshire, alongside our active partnership Yorkshire Sport Foundation to look at replicating a similar model of support to schools. I'm aware that not every school will have the capacity and resources to introduce a similar intervention, for me it has to be a marginal gains approach, quick wins if you like. If every school is offered an active enrichment once a half term perhaps, or even if schools are prepared to dedicate one afternoon to it, I think it would see a huge shift in culture and healthy behaviours. Active enrichment has been a wonderfully powerful tool in recent times for our school and I'm excited to, believe or not, to share our approach with inspectors and showcase the impact that it's had.

Lord Hayward: Chairman, I just want to come back to Niall on this. You said something very interesting, you said you were in an inner-city school, and then you've gone through a whole list of different activities and it comes back to the question that the Chairman asked just now in a different way and that is where do you find the space for these activities. Are these facilities on your school grounds or where do you get them from? Do the council provide them?

Niall O'Brien: We're fortunate because we do have a beautiful green space within our grounds, although interestingly some of our most impactful aspects of active enrichment have come from claiming back a portion of a car park back which was once a playground many years ago. During COVID we've been able to take what was seen as very challenging situation and almost flip it on its head, as a school, and we've never been so physically active.

The reclaimed part of space is now where our scooter and bikes session take place. We've also claimed back a derelict area after being risk assessed- so that we could introduce a risky play/loose parts area which is usually an early year's approach. This area has been a revelation as all of our pupils, two years olds through to eleven year olds in year 6, can access and enjoy the space. We are fortunate to have such a beautiful piece of green space, currently I'm working with our partners- Nature Friendly Schools in order to further develop unused outdoor area into useful spaces.

Lord Hayward: Thank you. Penelope, you've got your hand up.

Penelope Robb: Just a couple of points that have popped up. Just on Niall's projects that he's running now, in my previous school which was in Skipton which while I was there went into special measures, and I think that is interesting because what they decided to do is to have an enrichment afternoon on a Wednesday. And in Skipton it's a selective system still in secondary schools, and there are two grammar schools, and if you fail your eleven plus then you came to the school that I was at, and so it was in special measures, because Progress 8 wasn't there at the time and so they weren't getting the grades. And they offered an enrichment afternoon partly because these kids weren't able to access these activities out of school time. It was health and wellbeing so they could do cooking classes, they could do learning about building fires and cooking on fires, to archery and golf- archery was done on the school field and golf we would go to the local golf club and use their driving range- and some of it was mindfulness so things like yoga and meditation. And what I thought was interesting, because Niall was saying his school was in special measures, is what I think allows the schools to do these such brilliant opportunities sometimes is that freedom where they are not hounded by grades all the time. So, in my current school we're an outstanding school and we are getting some of the best grades in the country, for Progress 8 we've been in the top five for the last three years, but therefore the academic side is the priority over the sport and enrichment side, and that comes back to grades and sport for life. So, where I would love to ditch sports as Steve was suggesting earlier, and really get the kids engaged in being active in multiple different ways, I still have to assess them because I'm in a highly academic school. And I'm being forced to do that for the point of giving them a grade, which is then demeaning for the

students if they're then given a low grade for physical activity, as opposed to me saying let's get down to PE and sport, learn some new skills, learn some life skills, not just physical skills, like leadership, communication, fair play, respect and have fun. I'd much rather be able to give them a grade on did they enjoy themselves, were they putting effort in rather than are they good at netball, are they good at table tennis etc.

Lord Willis of Knaresborough: That was a wonderful contribution, if I may say. A number of things are coming together here. What, I think, worries me at this moment in time is about this dichotomy really between training to do a professional job in physical education for our schools and those that have a much broader agenda. And I just wonder if there are sufficient opportunities and support for training in continuing professional development for PE teachers, because it's clear that the regime that I went through when I was at Carnegie a lot of years ago is not really the sort of regime that any of you are talking about. Would anyone like to comment on that?

Niall O'Brien: Highlighting the shift in profession practice is a hugely valuable point. Being in education for the past 15 years I would certainly say that over the last five years the dynamic has changed a lot. This is a debate which continues to dominate educators social media platforms. Particularly in terms of sport focused curriculum design vs the development of fundamental movement skills within primary physical education. I've certainly seen many HEI offering PGCE/ PE specialisms and organisations that are disseminating knowledge and understand surrounding how physical education, as a curriculum subject supports pupils much more broadly than simply sports specific skills and techniques. Obviously, COVID has impacted our pupils hugely, they have missed out on purposeful physical activity which will no doubt have had a negative impact on their physical literacy. I think that there has to be some discussion around the time dedicated to developing PESSPA subject knowledge and competency during the initial teacher training period.

Lord Willis of Knaresborough: Terry, before you come in there, can I encourage...there has to be a solution to this business that unless you are doing a traditional academic subject what you offer is somehow second best and we haven't cracked that yet have we? And this is the point about the sort of people that we're going to train, the programmes they're going to be trained in, the continuous professional development has got to be on a different plane than the one that you and I, well definitely I, I won't include you because you're far more modern than we elderly peers.

Terry Graves: I'm not that modern. I went to Loughborough so we were probably in competition over many things. I want to come back to something that was said earlier about how do we engage the young people, and that comes back to having a PE curriculum that works for that specific community and part of that process, and I've been into many schools that do this, is about student voice. It's about involving the young people in the curriculum offer. You talk about more activities, but who is choosing those activities, and when young people are involved through student voice, or in my school we had a Sports Organising Committee which was made up of pupils, it then empowers them to

feel that what is being offered is something that they've had some control over, and they feel therefore very engaged and what they're doing. And that works particularly well, but it's something that has to be carefully managed. In terms of training, I think that there are organisations out there, for example the Association of Physical Education which is subject specific association for the profession we're talking about and they offer many in-service training opportunities. And somebody mentioned one earlier when they were talking about level 4 and level 5 for primary practitioners and developing them into PE coordinators, and I know that Steve Waide in his organisation actually runs some of those courses. So, there are courses out there, but it's actually having the wherewithal within schools to actually access them. One that Sport England are really pushing at the moment, and of course COVID has caused it to be adapted in many ways, is their secondary teacher training programme. That is offering funds for secondary school teachers who are in post, to actually look at their curriculum and say well actually what is it that we need to change about this curriculum so that we don't get 20%-30% of young people who are leaving us and they're disengaged and they're then therefore not carrying on and joining clubs and becoming physically active for lifelong learning. So that is happening at the moment. And one of the big issues because of COVID is that face to face continuing professional development has been more difficult, but there have been lots of companies who have adapted including Sports Leaders UK, who've done a brilliant job of adapting many of their courses to online content so that schools, even during the pandemic have been able to access that so that they can then improve the curriculum offer that they are giving to their young people. And things like Sports Leaders, they're life skills that are transferrable across to many forms of employment and they are things that the young people really engage with.

Lord Willis of Knaresborough: Thank you. Bringing you in Penelope, but could you have your eyes on working in a very special city of working in Blackburn and in an Islamic School, as to how do we engage those youngsters in a programme of physical activity which can lead them onto sport, if necessary, but basically does what this Committee is desperately wanting to see; how do we make a nation that's active because if it's active it's not just physically active, it's mentally active, it's healthier and all the rest of it. How do we bridge that?

Penelope Robb: First off, I just wondered if many people had had an experience in the past of having a link with an SSCO, a school sports coordinator. The role doesn't exist anymore, but in my previous school in Skipton that was something that was hugely successful and so if you're not aware it was a school sports coordinator that was based in a high school but had links with all the local primary schools. And they would offer training to the teachers in the primary schools to upskill them in PE and they would offer continuous competition that was held using the high school's facilities. I was lucky that I was with someone who was very good at their job, and in a high school that had great facilities, so they would go and train and help coach the primary school pupils in a specific sport, it might be orienteering for example, and then they would host an orienteering event at the high school. So, it helped with that transition of keeping the pupils engaged because they had already

experienced some of the facilities at the high school, so they were interested in keeping that on when they got to the high school and it was upskilling the teachers as well. I just wanted to add that as something that I have seen be very successful in the past. In terms of the question you've just asked about engagement, it is a struggle we have. And actually, where we find the greatest engagement is a little bit, as Terry just said, involving the students in the planning of the curriculum and the sport offer and pulling away from more traditional sports. We have a fitness gym in our school and the students thrive when they're on that. What has been very interesting over COVID is that our break and lunchtimes in our school have been staggered so year 7 have had break on their own and year 8 have had break on their own, and what I've never seen before is those pupils actually playing as if they were in primary school, because they've not had any social pressure from year 11 or sixth form hanging around and it's been wonderful for them.

Lord Willis of Knaresborough: How fabulous.

Penelope Robb: They're playing running around, tag-style games, and actually we've been able to put equipment out at lunchtime which we wouldn't have been able to do before because we couldn't control it as there were too many people. And we've just bought wave boards, which are like skateboards, and again these are something our kids have never seen before and they're asking for that every lunchtime as an activity that they want to do, which they wouldn't have had the opportunity to do having not had COVID, and been separated as they'd be too self-conscious if the whole school was there watching them. I don't know if that starts to answer some of your questions.

Lord Willis of Knaresborough: That was absolutely brilliant, Penelope. I'm going to Steve.

Steve Waide: What I wanted to say just builds brilliantly onto what Penelope just said then. You're asking how we can engage people, and how we can get any individual, from any background, to want to play sport or be involved in physical activity and the question is why would any of us be involved in any activity? Because we enjoy it. If you don't enjoy it, why would you choose to do it. And the enjoyment comes from all the things that people have talked about. When Niall was talking about enrichment and the pupils having the choice of what activity they do, and Penelope was just talking then about playtime where they put equipment out. Pupils have been able to select that equipment, create their own games and have fun and enjoy that activity. It's not led by a teacher or an adult telling them what they need to do and how they need to do it, they've had that autonomy and that opportunity to do pupil led learning. And going back to what Terry said around having that pupil voice. Ask them. Ask them what they want to do. What do they want the after-school clubs to be, what do they want to be on the curriculum? If we're doing a unit on respect, how do they want it to be delivered; through what sport, through what activity? We need to give the pupils a voice. And if we don't, particularly with the generation of pupils that we're working with who are taking learning in a totally different way now- we've got 4-year-olds who can find a video on YouTube now- it's a totally different generation. We need to involve them, and if we don't involve

them in their learning and their experience then straight away, they start disengaging. But it's a brilliant point what Penelope was saying there, because that's what I say to so many schools, I say go out at playtime and watch the kids play. There is no adult telling them how to play, how to create a game of tag, how to create the rules. They just do it and they play it and they enjoy it because they have that autonomy and freedom and input. And that's what we need to ensure happens, because when that happens, they are naturally engaged and motivated by it because it's there's. They've had an input within it. Then we'll start getting increased engagement and more people attending sports clubs, but until we have pupils enjoying, and not just pupils even older children and adults, if you're not enjoying it, you won't do it. If you go to a restaurant and it's terrible you won't go back. It's the same for in sport.

Lord Willis of Knaresborough: Thank you very much indeed, and no you wouldn't. I'm going to come to you Lord Hayward to wrap up.

Lord Hayward: Can I just ask each of the guests for a one-minute max response to the question: what one thing could the Government do to support and improve PE in schools? And I'll start with Participant A.

Participant A: A simple fix is people always want money to fund and be able to do something with the students. I always find getting them out, getting opportunities and joining up with other clubs and creating those networks and partnerships that always goes really well with our students and excites them and gets the initial hook and they enjoy it more in lessons after that. So, partnerships, to be able to create those and have the funding to be able to do those opportunities would be great and to do those more unique sports that we can't necessarily do on site, that would be really good. Other than that, I think teacher training and having more money funded into upskilling our teachers that are coming through.

Carley Hartup: Obviously always money and funding. But, just the Government to understand what goes on in different schools and the value of PESSPA in all schools in different areas and how that's represented in different areas. I think having an understanding of the value that PESSPA plays in a child's development.

Lord Willis of Knaresborough: Can I just ask both the last two, you both mentioned funding, should the funding come directly from the Government or should it come through one of the current organisations like the local authority, Sport England or the Youth Trust. How would the money get to you?

Carley Hartup: To be honest, I don't see the money it goes to my senior leadership team.

Participant A: We've done a fair few things with Sport England and Youth Sport Trust and little projects that they run and deliver and they've been really successful, so if that's the avenue it comes through, obviously with their heads and our heads put together, as well as the money behind it, that's often what makes the magic.

Lord Hayward: Can I just emphasise before I move onto Terry that if anybody has an afterthought it's perfectly reasonable to write in and make further observations if things haven't been covered that you wanted to say.

Terry Graves: I think it comes back to what I said right at the beginning, I think that we need to elevate PE to a core subject and then all of these barriers that we have in schools such as the lack of funding, lack of time and resources, lack of specialist PE teachers in primary schools, lack of specialist teachers with high quality curriculums in secondary schools that will be alleviated considerably. And then all the great ideas that we've heard people talking about on here, and in the inspirational creativity that there is in the profession will be able to actually fly.

Steve Waide: I agree with Terry in terms of PE becoming a core subject. I think teacher training is key, particularly for primary teachers, not so much in secondary but in primary there needs to be a significant increase in the number of hours that primary teachers are getting in training for PE. I would disagree probably on the funding thing, particularly in primaries, because primaries have been getting circa £20,000 for 8 years so I don't think it is a funding issue. The funding needs to continue, but I don't think there needs to be more funding. That's a monumental budget in a primary school compared to what I had in a high school with 2000 kids, it's five times the amount. I don't think it's necessarily funding, more of it, it's just where it's allocated and I think there needs to be pressure on universities and SCITTs to allocate a set number of hours per academic year to PE training. That's my biggest bugbear. But as Terry said if PE becomes a core subject tomorrow then universities would do that anyway, so it does all stem from that.

Penelope Robb: I would say letting PE and sport be PE and sport. So, relieving the pressures of producing grades etc and getting the schools to know, the headteachers to know, that actually the key focus on this subject should be enjoyment, lifelong learning to be physically active and know how to have that continued wellbeing and wellness without tracking targets in lower school. And both Terry and Steve have said this before but because they will have that love for sport and PE, they'll naturally then pick it up as a GCSE option so you get that grade and qualification at the end, but in key stage 3 it should be focused on enjoyment, staying active and having new experiences. So, relieving the pressure there is the key thing, I think. And again, there isn't necessarily a lack of funding I find particularly but quite often I think... what I don't have is play facilities in our playground which I think a lot of primary schools would have and so I think that can be a drop off. So, where kids have had outdoor gym equipment in primary schools, that allows them to engage but then that disappears.

Lord Hayward: Sorry Penelope, I'm going to have to stop you there so that Niall can share his before we get cut off.

Niall O'Brien: I think that obviously PE is at the heart of this discussion but I think if we're going to engage our pupils and we want them to have positive learning experiences that they're taking into adulthood then I think we need to

look at the bigger picture and the whole offer. So physical activity in schools across the school day, physical education and our extended services. I know that currently active partners are working on a project called Creating Active Schools and it's a model, looking at the capability, opportunities and motivations of all stakeholders in the school whether that be parents, lunchtime supervisors, support staff, teachers. Everybody is involved at some stage and everybody receives CPD and I think that our active partners are fine examples of that at Yorkshire Sport Foundation so I believe that we should be rolling out the Active Schools framework nationally. In terms of the PE and sports premium funding as Steve mentioned should absolutely continue, but if that was centrally controlled by regional active partner, I think that that money would be best invested because those people would be able to provide direct support to schools within each region.

Lord Willis of Knaresborough: Thank you ever so much all of you. We'll go back to the main session. Much appreciated.

(End)

Transcript of group two

Attendees: Tom Machin; Ian Taylor; Chelsea Shaw; Tom Feighan; Participant B; Participant C.

Members: Baroness Morris of Yardley; Lord Addington; Baroness Brady.

Introduction from Baroness Morris of Yardley.

Baroness Morris of Yardley: It's worth saying that we've done so many evidence sessions with people from right across sport and recreation and when we say to them at the end, what one thing would you like us to put in our recommendations to government to make things better the number of them who say 'do more in schools' is well over half. It's probably the single thing, apart from give us more money, that is said most of all. So, what we were hoping to try and get out of today is a better understanding of what you do, what things go well, what are the barriers and perhaps most important of all your thoughts as to where PE and sport in schools should go, particularly in the context of PE and sports and leisure recreation in wider society. Does that make sense? I'm going to ask my colleagues to introduce themselves first, and then I'm going to ask you to say who you are. So name, school, type of school and just where in the country you are and then we'll get going. So, my name's Estelle Morris, I'm a Labour Member of the House of Lords. I was a Labour MP before that, and before that I was a teacher, in my very early years, I was a PE teacher. I did training at a college of education, but I must admit after a couple of years I went into teaching social sciences in an inner city school, but I've kept that interest in sport throughout both my teaching life and beyond. So that's me. Karren, do you want to go next?

Baroness Brady: My name is Karren Brady. I'm a Conservative Peer and I'm also the vice-chairman of West Ham and run many programmes within the community. I play no sport at all and I was always the last picked at school sports.

Lord Addington: I'm Dominic Addington, a Liberal Democrat Peer, and I describe myself as what's left of a half decent rugby player still playing at old farts level.

Baroness Morris. Thank you. Shall we start with Tom Machin? I know you're from the Hayfield School, but just tell us a little bit more about yourself.

Tom Machin: So I'm second in faculty at the Hayfield School and I'm joined by Ian Taylor who is the head of the faculty. We're based in Doncaster, we're a secondary state school with just over 1000 students. I'm a jack of all trades, master of none so I played a lot of sports throughout my life, I have particular passion still for cricket and golf and I'm obviously really enthusiastic about sharing those experiences with students within a secondary education setting.

Baroness Morris of Yardley: Thanks ever so much both Tom and Ian. Chelsea?

Chelsea Shaw: I'm Chelsea and I'm based in the South East but I'm originally from Liverpool. I'm only in my second year of teaching so I'm still quite new to it, but I'm excited to see what everyone has got to say. I play netball, that's my sport.

Baroness Morris of Yardley: Thank you. Tom Feighan?

Tom Feighan: My background is sport coaching in football, and I've worked in some local academy teams. I'm a primary PE teacher and I work in a primary school just outside Manchester. I'm passionate about giving the kids in my school the opportunity that I had when I was at school, because I had a teacher who gave me different opportunities, so it's something that I want to pass on to the kids that I work with.

Baroness Morris of Yardley: Thank you very much. Participant B.

Participant B: Hello. I'm based in an all-girls school in Liverpool. I'm head of PE at the school and I've played a variety of sports at different levels. We have quite a small PE department, it's just me and two other women, and we're just looking to get as many girls active and staying active as possible.

Baroness Morris of Yardley: Thank you. Just before I go onto the first question, and we're going to take turns in introducing the questions, you are all specialist trained sports teachers, aren't you? You all at some point did teacher training or a PGCE and PE/Sport was your main subject. Is that right (*all nod*) Do you think that's the norm? I suppose I'm thinking particularly of primary schools, if you think about your colleagues especially in primary schools do you think that most of your colleagues who teach your subject have had a specialist training at initial teacher training level. Just a very quick go round the room. Tom and Ian?

Tom Machin: For my background, I went to what was Leeds Metropolitan and is now Leeds Beckett and the course that I studied was Physical Education, and then I had to do initial teacher training through an ITT, which is similar to a PGCE, but I was based in a school. So, my course actually gave me a really good grounding and I studied components of all the sports within the national curriculum. I feel that today's generation of trainees that are coming through don't necessarily always have that grounding, and they haven't always had that dipping their toes in the water with all the areas within the specialist curriculum. Sometimes they come quite ill prepared, and they're thrown in at the deep end when it comes to delivering activities for the first time that they have very little experience in. I think the courses that are actually being offered, and teachers are being encouraged to join the physical education profession, doesn't always necessarily match what the subject requires.

Baroness Morris of Yardley: Do you think that's because it's like the one year PGCE? Is that part of the problem, the length of time?

Ian Taylor: I do think that it's the nature of when someone is trained initially. Activities change over quite frequently in secondary schools. It could be four weeks, could be a half term and sometimes a whole term but normally they're quite quick change overs, and when you're trying to pick up new activities it

does prove to be a bit of a challenge. It's a strenuous year I think, particularly for trainees when they are learning the first part. On my background, I had a four year degree which incorporated my teaching status so I was quite lucky in regards to that because I didn't have to look for a PGCE, it was already in the course, but that seems to be more of a rarity now than the norm.

Baroness Morris of Yardley: Thank you. Chelsea what are your thoughts on this?

Chelsea Shaw: I agree with what the other two mentioned. I did PE as my degree at Sheffield Hallam and overall the course really prepared me, but we didn't just do topics around PE and sports we also did topics on politics- we did social changes so identifying issues that do occur in the PE department- so I was prepared when I went into a school to cover quite an array of things. Whereas we've actually just had a trainee teacher in my school who did sports coaching, and not to say that sports coaching is not a valid degree or anything like, but it just felt like she wasn't as prepared or didn't have as much knowledge as some of the other people who have done the course that I was on or that other people might have had.

Baroness Morris of Yardley: That's interesting. And Tom who's got a primary background.

Tom Feighan: I think it's different to the high school ones; if you're a high school teacher you go for PE teaching or you go for Maths or whatever subject. So, my background, I was coaching, and I was employed by the school, and I was there for 8 years, doing PE but as a PE coach, then when I went to do my training I came out of PE. I still lead PE, but with my training if you were doing that training fresh, without having any background, you wouldn't be very prepared. I think we had two hours' worth of PE that was taught to us on the course, and I ended up teaching it to my course because I had the 8 years previous experience, so in theory I didn't get any PE training through my course. I did the Schools Direct route, so for the school that I was at it was time to get qualified as a qualified teacher, so I went to do my training. I was still employed at the school, but I came out of full time PE and went into reception class where I'm based. But yes, primary get very little training in PE, and talking to some of the trainers and some of the NQTs that are coming into our school now it's minimal, what they get in primary school. That's the School Direct route, but I've heard the same through the PGCE. I'm not sure what the primary full degree is like, but for the ones I know it's very minimal PE.

Participant B: I did a four-year teaching degree at Liverpool John Moores, and I think with that the key thing is that you get a lot of experience in school alongside the training, whereas PGCE you maybe don't get the training as well as the school experience because there isn't enough time. I did a placement every year at three totally different schools across my four years, alongside training and the theoretical background as well.

Lord Addington: I was really wondering if anybody has any examples of something that works, that doesn't come from you, to get people in. Have you got a teacher who has got experience of football and could you supervise them?

Does that work or does it just get in the way because they have bad habits? What else can be brought in including agency staff.

Ian Taylor: What we've got at our school at the minute, we've got a system where we're actually training teachers. So, we've got some who have just finished A Levels, we're giving the opportunity for degrees in certain subjects, and we've picked up somebody in PE that we're educating over a two-year period. And that seems to be working quite well, but it's initially getting the right person on board to make it work. It can be quite a tough process, because they will be paid as a non-qualified teacher, they're doing their learning experience over two years, so they obviously have to do the work as well, so it's teaching and doing it. So, the timetable is adjusted, they don't have a full timetable, but it's helping us- we feel- to be able to get her up to standard in numerous areas. It's almost like doing a four-year course but she's doing it post her degree.

Tom Machin: To answer your question there is a real difference between a coach and a teacher. Obviously, a coach is usually used to working with children who want to be there and are predominately really good at a specific sport and therefore that makes the coach's life easier. When coaches are coming in and they're given groups, that may be a weaker ability group, they then face the barriers of they've not got kit, they're not wanting to be there, they don't like sport and I do think that's where coaches within school settings doesn't necessarily work, because they haven't got the skill set to overcome those barriers when they are thrown in at the deep end. Saying that we have got great relationships with our community, and we work well with community sport coaches that do come in. I think it depends on one, the nature of the activity and two, whether you have the right person in front of a set audience to deliver at that level. It's very much a two-way process.

Baroness Morris of Yardley: Thank you. Karren, do you want to come in with the second question?

Baroness Brady: Yes, I really wanted to ask about the PE curriculum and whether you think it is fit for purpose. And I ask that because in the UK we've got one of the highest rates of childhood obesity, and part of the curriculum's aim is to get children to lead healthy and active lives. Does it work? We had some complaints in the session that we did with students that there wasn't enough PE teaching in schools. They said the one hour a week they got wasn't enough. What do you think? And if you don't think the curriculum is fit for purpose how could it be improved?

Chelsea Shaw: I think that PE is very undervalued as a whole, so I think a lot of children think 'oh it's PE, it doesn't matter' or 'we don't need to do it.' They don't understand the value and importance of it. And I do think the curriculum is a little bit outdated, it's extremely traditional. Now this may change for different schools, it's not a one size fits all. I know at my school we have mixed ability, mixed gender classes so trying to teach what effectively is the top set maths class football it just doesn't work. So we try and do alternative sports so that everyone is on the same playing field, and everyone is a bit more equal. So things such as kin-ball, Danish longball, ultimate frisbee. From my perspective,

in the schools that I've worked at, having more inclusive sports where everyone can get involved has actually increased participation at our school. People feel like they can get involved because they don't have the five in one class who are thriving or get annoyed when they don't get the ball passed to them or things like that. They're actually all on the same playing field and they are all working together. So I do think that some of the sports on there are slightly...the traditional sports, the football, netball, rugby, depending on the school you could say that they are slightly outdated and we need to bring in some new ones.

Baroness Brady: Just to ask a follow up question, sorry I know everyone else has their hands up, but if they enjoy what they're doing do they do it more? Is that what I'm hearing from you?

Chelsea Shaw: Yes. From my point of view yes. If it's a sport that they enjoy, I know obviously we can't cater for all, but we have less issues about 'I've not bought my kit in' or 'I don't want to do that' because like I've said they're not like 'ah it's football and so and so is going to storm off with the ball and never pass to anyone'. They're on a level playing field so they love just getting involved and being active.

Baroness Brady: Thank you. Tom?

Tom Feighan: From the primary side of it, they say a broad and balanced curriculum in a primary school, and at our school we're probably doing what ideally, we'd want everyone to do. My passion is to make sure that PE and sport is good for the kids, but there are some schools out there that when you give them the curriculum of broad and balanced it's their interpretation of what is broad and balanced. And broad and balanced could be different for everyone in this call, and it will vary differently between the seven of us. As Chelsea said, we do try to offer the non-traditional sports in there, so that's where we get our broadness and balance from, so we'll offer something different. Where I live the kids live and breathe football, they'll leave our after school club at 4:30 and they'll go and play football for their team at 5, so for us we don't steer away from football but we try and look at other sports that they wouldn't get outside of school.

Baroness Brady: So you don't follow the curriculum?

Tom Feighan: We're still following the curriculum. It's attack versus defence, it's mastering the fundamental skills in the early years and key stage 1, but it's doing it away from the traditional sports. I know some schools that will just stick to football, netball, rounders and that could, as we said alienate some people. We've introduced American football, there's lots of different sports that you can add in that's different for the kids, so it does keep it fresh for them. But, again the people in this room we're all probably doing what we believe is the right thing. I think the primary school curriculum is too varied to pick from so teachers can just do anything, and if you've got someone like myself in a school who delivered PE for 8 years and now, I'm leading it and making sure that the people who are delivering it are delivering what I want them to do. Some primary schools don't have anybody. A teacher is just told 'you're the PE subject lead' and though they should have the time and resources with the premium

that we get, they don't use it effectively. It's two hours a week and very often it could be taken away because they need to do extra maths or because the hall is being used. I feel that it needs to be put up there with maths and English for me, especially in primary schools. It needs to be seen as a core subject.

Baroness Brady: Thanks Tom. And the other Tom?

Tom Machin: I just want to start by saying that we completely agree with what you've been hearing about the hour for PE a week in the key stage 4 curriculum just not being enough. If there was one thing that could change from this process for me, it would be that we get back to a minimum of two hours for both key stage 3 and key stage 4. Just to put you in the picture, at key stage 3 in our school we do offer a broad and balanced traditional route, because we're big believers that a lot of the children won't ever have done many of the traditional sports, so for us we focus on such a breadth at key stage 3 because that might be their opportunity, that might be their pathway, we might find the one sport that they may fall in love with and they will go on to sustain that for their rest of their lives. We've also this year reviewed our key stage 4 curriculum and it sounds like we've had similar barriers so to speak in the fact that the kits not fit for purpose, the activities aren't fit for purpose, for one hour a week if they're not bringing their kit then for some students they don't do any physical activity that week. So we've actually created a key stage 4 options curriculum at our school whereby we've created two pathways; stuck with the traditional route because there's always going to be those boys that want to play football or rugby etc. and we've also created a wellbeing pathway so activities like yoga, Pilates, boxercise in some instances- and for some students- a wellbeing walk so just getting the heart rates above 100 or 120 for an hour around the school field. And the kit is appropriate for them and that they feel comfortable in. So we're trying to break down that self-esteem barrier etc. And the kids, every half term, opt into an activity that they want to. We found it to be a real success this year, and we've had increased participation from our key stage 4 this year, and that goes back to the idea that Chelsea said that the curriculum needs modernising and updating to match the society that we live in today. And that's something that we trialled at the start of the year and it's been successful so that's rolling out next year as well.

Ian Taylor: It's a bit of a step out of the norm, particularly when the headteacher wants everyone in their uniform, so she's been very brave in allowing us to do that. And I think particularly for the girls, when they feel like they can wear their own clothing that feel comfortable in, it makes such a difference. Just the fact that they can pick what they would wear to the gym, or to do their activities outside, it's opened up opportunities for them which is what we're all about really.

Tom Machin: We want to give the young ladies and gentleman the confidence to take what they learn from the school setting and if they join a gym from that and go once a week for the rest of their lives, or they fall in love with yoga and they start to go to a yoga class, I think they're the messages that need to be going home with students.

Baroness Brady: I guess what I'm hearing is you're adapting the activities to suit the students and get those that are less willing to be involved in sport to be active, and that's working.

Ian Taylor: They opt in on a Google Form, so they all opt in for different activities, and we filter that into groups, and we make sure that they get their first or second choice. It seems to be pretty positive at the minute.

Baroness Brady: Are most schools doing this because it sounds like a very good idea to me.

Tom Machin: We're very fortunate that our Headteacher is very into her sports and she backs PE. I don't think, if I'm honest, that it is happening nationally. That's my opinion. We are lucky as well because we are in a good school, with the majority of good students, and we can give our students freedom. Some of them will obviously push the barriers, but they respect the freedom that they are getting. We're very lucky to be able to do that, but I don't think it is happening nationally no.

Baroness Brady: Ok thank you. I can see some hands up. Well go to Participant B.

Participant B: So we're quite similar to what the Hayfield School have just said, in terms of we offer quite a traditional key stage 3 curriculum. My vision for our department is that we go into an opt-in like they're doing, however with timetabling issues it doesn't always work. So, I've asked for half a year group at a time, so that all three of our PE staff are on at key stage four, for us to be able to give the girls a pathway and a choice of what they want to do. Unfortunately, at the moment, timetabling isn't allowing for that so what we've opted to do instead was small block rotations, and to give them different activities that they don't get to do at Key Stage 3. We've also been very fortunate recently as we've just had a new gym installed. Obviously with COVID restrictions this year we've not really been allowed to use it because of ventilation and stuff, but we are now putting a key stage 4 gym plan together. We're also offering things like Pilates, and a mixture of both competitive and non-competitive, at key stage 4 to try and keep the engagement levels of the girls and giving them a pathway to continue with physical exercise outside of school once they leave.

Baroness Brady: And Chelsea briefly, because I know there's so many questions to get through.

Chelsea Shaw: I only want to back up what Hayfield was saying in the fact that timetabling- as Participant B mentioned- is not on our side. PE is not valued in our school as an important subject and therefore we are the last to be timetabled in the curriculum. We have at one time a year 11, a year 7 and a year 9 group and it means we can't do the pathways, we can't give options, we can't set them in ability or gender we can't do anything so we are literally stuck with what we've got. Which is why we started to include different sports to spark interest, because everything else is more important apparently than PE so we get the last straw at our school. It's not the same in all schools, I've worked in grammar schools, where the headteachers are like 'yes, that's great' or 'they can

have what they want' but unfortunately not every school is lucky to have that which has a real big impact on the child's participation levels and engagement levels in class.

Baroness Morris of Yardley: Just before going to Dominic for question three, are you under any pressure to get a lot of kids doing competitive sports, because the routes you described are not team games- I absolutely agree with what you're doing and I think it sounds great- but is one of the consequences of that that the school has not got as many teams to go out and play against other schools and does that matter to anyone in the school.

Chelsea Shaw: We still do the traditional sports, we still do football and netball, and we offer them as extra-curricular, so we've got teams. It just means that in lesson times we do football, netball, tag rugby as well as ultimate frisbee.

Baroness Morris of Yardley: You've got to do them both.

Chelsea Shaw: Yes.

Lord Addington: It's really looking at how you would describe your relationships with local sports clubs, external providers, coaches and parents. Just to provide some context, everybody in politics a while back looked at them and said you've got to get more people in and give you a breadth of activity. All three major political parties had documents that endorsed this idea, you could nick paragraphs and place them around. I just wondered how you think that has developed- or has it developed? Does it feed into getting team games at school or do you think you should be feeding in to having competitiveness outside of school and education within schools. Sorry a bit of my prejudice has come in there as well. Why don't we start with Participant B?

Participant B: We're quite lucky in that I've played for a variety of local teams, as have a couple of the department, so we know where to send the students if we see talent. But we don't really have local sports clubs coming in to do coaching as such, and that is something that we are looking to develop. I'm fairly new in the role of head of PE at the school and within the past year who is, quite luckily an ex-Olympian so she is another driving force where we are trying to get more of our students into local clubs, because I personally don't feel enough of the girls within our school are involved in the local community and local clubs. But that is something that we are trying to bridge the gap with and sending students out into the community.

Chelsea Shaw: So at the moment we have just started bringing coaches into schools. And that was more because we wanted to offer more as a department, but there was not enough of us, we are overstretched, and we cannot be in more than one place at a time. Luckily, I think it was Kent School Games, gave us an £8000 bursary and with that money there were conditions and we have bought in coaches to cover the sports that we can't facilitate. And so far, the response from that has been really good, the pupils are really enjoying it. Getting the kids to participate in clubs outside of school, my school is the only non-selective school in a very wealthy area, so we tend to get the lower attaining pupils or where the backgrounds aren't always great, so we can only

push them as far as we can but if the parents aren't willing to take them, or can't afford to pay for their club fees, they just can't go, so the only thing that they have is us at school. So even though we want to push for them to go to clubs, we struggle due to our area I think for motivation levels and for affordability.

Tom Feighan: From the primary school perspective, it's down to myself as PE lead to create those links. The school down the road won't have the same links. I'm quite similar to Participant B in that I'm quite local to where my school is based, so I've played for lots of local teams and my nieces and nephews play for them so I know where to signpost my kids from my school to go to. But again, similar to Chelsea, we're on a council estate and if we don't bring the coaches to the children during our school time or in after-school clubs, the parents won't take them, even if it's two minutes down the road, they won't do it. We're lucky that we've got a full AstroTurf at our school, so I've used people I know to get groups to come in during holidays and after schools.

Lord Addington: Can I just come in there for a second, because Lord Moynihan raised something here before and this was about getting the school facilities to be used more outside of the school hours and you've just embraced that.

Tom Feighan: Yes, we've tried.

Lord Addington: Just with a nod of the head, do you think schools could do more to facilitate that? (*mixed response from participants*).

Tom Feighan: I think you probably could do a lot more. We're trying to get people to take up the offer of using the facilities at night and I've had local sports clubs and we're giving it to them for free, just to try and get them to use it, and they've then got to try and get the kids in. And we're giving them the facilities for free. And you might get a spike at the beginning where everyone comes and after a couple of weeks it tails off. I don't know how you can address that. We've got facilities, and we've got people who are willing to come and use it, it's just getting them here that's the issue. If it's straight after school I could have 200 kids doing sport on the AstroTurf, but once the kids have been collected and taken home and it's the parents' option to bring them back, that's when the drop-off is.

Participant B: I think one of the issues as well is money within schools, of being able to bring in several different coaches. We don't always have the money to bring coaches in all the time. That is an issue.

Lord Addington: What about volunteer coaches, because most sports clubs will have that. Most amateur sports clubs, have amateur coaches might be able to give you time. Have you had any of those come in?

Participant B: Our local athletics club are willing to come in voluntarily and there are a couple of others. But as I said I'm quite new to this role, and with COVID taking over the last year, we obviously haven't been able to implement that as much as I would have liked. I think volunteering only goes so far when they need to get to a club after school, which means they might have time during the school day but we can't always bring them in during curriculum time.

Ian Taylor: I tend to find that it's quite varied depending on what sport you're actually doing. There are some sports and clubs that are quite proactive, and links are formed very quickly. Where we are, we've got lots of clubs around us, but whether they make links all the time can be a little bit inconsistent. It just depends on what volunteers you've got there that are willing to make those links. Rugby has been reasonably good for us, particularly with girls rugby, they've been very proactive with that and we've had a lot of support with that. Football seems to be a little bit more hit and miss; clubs use our facilities but whether there are links between us in regard to them coming into school to help with coaching I wouldn't say so. But we do have lots of pupils joining clubs. An example from football, the numbers dropped off at younger age groups when they lowered the number of pupils that could play. In theory it was quite a good idea to go from eleven a side to nine a side, but the problem is that there aren't enough volunteers to supplement another team. If you drop from 11 to 9, you're initially only losing two but if you imagine that's taking place over numerous numbers, it tends to have a larger increase so that tends to be the problem. Sometimes something is good in conception, but not in reality.

Lord Addington: So a change to give the opportunity for more people to kick the ball and get involved has a downside.

Ian Taylor: It just needs more volunteers to make it work.

Baroness Morris of Yardley: I was just going to follow up on the coaches, and Tom Feighan to go back to something that you said, because one of the things we're aware of, I think it's with the primary PE premium funding that a lot of people have used that money to buy in non-qualified teachers with a sporting background to deliver the curriculum, and I sort of picked up from what you said earlier on that they're not trained teachers, so they lack those skills that you've got. Am I right in thinking that you don't want them to come in and be substitute teachers, but if they could come in and compliment what you're doing and you can plant coaches coming in, and by that I'm thinking people who've got a skill in sport and are not qualified teachers, it works? Does that make sense because that's one of the issues that we've been thinking about quite a bit? Tom Feighan we'll start with you because we think it might be a particular problem with the primary sports premium.

Tom Feighan: I think with the premium there are schools, and again I know schools down the road from me, just because they've got that money there, they will buy in that sports company or that sports club and they'll teach that. Now if the money was taken away from us tomorrow would that school be able to continue to have that sports coach, that's the issue that I see. We're quite lucky in our school as there are two full time sports coaches who are employed by the school that work under what I put in place. If we do ever get externals in it's a specific one. So, if we know that we're doing cricket we'll get the cricket coach to come in and they'll do the lessons, but they'll do the lesson with the class teacher there so that the class teacher is getting the knowledge from the external coach. That's just what we do, I know that that isn't widespread. I think it does need to be, as the Hayfield said, somebody who knows education and gets that in a class of 30 you are going to get kids who have never picked up

that equipment before, you've got kids who are going to excel, you've got that middle group of kids who you can give or take whether they will like it or not. And the sports coach again will be used to having it in set levels and that's where I see it. But the money is there, but you've got to use the money sustainably and buying in external providers is probably not going to be sustainable for your PE provision in the long term if you're not going to involve the teachers and educate the teachers.

Baroness Morris of Yardley: Yes, that's a good point. Tom and Ian?

Tom Machin: I think Tom that you've hit the nail on the head because both Ian and I have been involved in going into primary schools to provide primary school provision, but I've got colleagues and friends who are in a primary setting and I will speak honestly, we're all under vast amounts of pressure. I know for a fact in an ideal world when I go into a primary school I would love for the primary school teacher to watch and see me deliver as CPD, but quite often I see them at the start and then I see them at the end, and they're being pulled left, right and centre because they've got someone coming in to take their PE lesson so their time is being used for something else. I don't know how the premium works in primary, but surely it would be such a great idea that if you are employing sports coaches within a primary setting to have your primary school teacher and see it as a CPD programme for that member of staff. So if you're getting a rugby coach in then the primary school teacher watches and learns from the expert and then the following year the primary staff can produce a very brief and basic plan, and having seen it first hand they will be able to follow that. But again, I think that's difficult when time is so precious and they're being pulled left, right and centre. Another thing is when we've actually had coaches in, and I know Ian mentioned the girls rugby, we have seen it work and being delivered fantastically until the point when the money stops and therefore the coach stops and then we've got 20 or 30 girls wanting or expecting their rugby and then it stops. It's the point that I think Chelsea made, we can't split ourselves in half, we can't be doing two things at the same time, so those 20 girls who have been coming week in and week out, all of a sudden it stops. If they turn up once and it's cancelled, you've lost them and it's heart-breaking for us.

Ian Taylor: I feel like as a coach it tends to sometimes be used as a plaster, to cover up what's going on. So sometimes if you've got somebody in primary schools that is actually delivering the sessions, they get that relationship with the pupils, they're a specialist in that environment, like Tom in the primary schools he'll know those kids better than everybody else so he'll know what works for that class, but if you've got a coach that comes in and then the coach changes after six weeks, and it's not the same person, they've got to go through that whole experience again and get to know how those kids work. I went in pre-Christmas, from September to January (obviously pre-lockdown) and I was just starting to form a relationship with those children, I understood what made them tick and what motivated them, and when that's pulled you're left wondering what experience the kids are going to get now. With new coaches coming in it will be varied all the time.

Baroness Morris of Yardley: Karren, do you want to start on question four, would that be ok?

Baroness Brady: I'd like to ask a quick one before if that's ok. What facilities do you have for disabled pupils? I'm guessing that because you're shaking your head Chelsea none?

Chelsea Shaw: Yes. We have tricycles and that's it. We're quite lucky at our school that we have a TA that is physio trained so often in our PE lessons they take them out of PE and do their physio in our lesson.

Baroness Brady: So they don't do PE, they do physio? Anyone else have anything to add?

Tom Machin: In terms of actual specialist facilities but leading on from what I was saying earlier about how we set the groups and for the lower abilities we do have a curriculum designed for their abilities. We have adapted tennis, adapted cricket and adapted athletics. We have specialist equipment and apparatus that is more suited for disabled students but in terms of disabled facilities we don't.

Tom Feighan: We're the same as Hayfield, we don't have anything specific but it's about adapting the lesson so if we've got children that are struggling, we've got equipment, like foam hands for tennis, that you can differentiate the tasks with, but we don't have anything specific.

Participant B: Were the same. In terms of facilities, we don't have any specialist facilities we just adapt equipment as and when we need.

Baroness Brady: And just with a thumbs up or a thumbs down does the curriculum cover what you should offer for disabled pupils. (*Mostly thumbs up from participants*).

Hannah Murdoch: Sorry to interrupt everyone. I just wanted to introduce Participant C who has joined our session now so Participant C if you'd just like to introduce yourself.

Participant C: Hi everybody. I work in a primary school in Manchester and I've been here for about 7-8 years.

Baroness Brady: Thank you. One of the things that the Committee keeps hearing is that the key to the drop off point, where people stop getting interested in sport and active. What happens in your own schools, the secondary schools, when the kids get other interests and the kids don't want to do sport, how do we deal with that and how do we keep them interested in being active? Chelsea, shall we start with you?

Chelsea Shaw: It's a bit of a tricky one as I'm only in my second year. But I find that keeping on at them, I pride myself on having a good rapport with the students, so if I see them around the school, I will say to them that this is happening on this day I will see you there, or that this is happening that day, so its constantly keeping on at them so that they don't forget, and they do come. But it's a bit hard for me to answer because I've not gone through a whole cohort as such yet.

Baroness Brady: It'll be interesting for us on the Committee because your relationship with the pupils is important for us to learn from. Do they understand the importance of being active and being healthy and what being in sport means?

Chelsea Shaw: Not particularly. I did have a group of boys ask me today if I thought they could be a professional basketball player, and they were 13 by this point, and I don't think they actually realised what it means to be an elite performer, how much time they have to give up, the commitment they have to have and bless them these boys were really intrigued by what I had to tell them and they were saying they want to do that. But they don't actually realise that their fitness, what they eat, how often they train is important. They haven't joined a club yet; they just go and shoot some hoops in the playground. But I don't think people realise how much it takes, or what it means to be fit or healthy.

Baroness Brady: Thank you. Participant C you've just joined us, but if you've got something to offer it would be great to hear it.

Participant C: Personally, I started off secondary trained. I think a lot of it, in my mind, as much as the great work that we can do in schools it's what's going on in the community and I would say the lifestyles that are in families. What I would see most effective in schools is having an impact on families, because at the end of the day it's the mum and dad who get to choose and support their children, where there have been programmes run in schools that help the families as a unit to make better, healthy lifestyle choices where they're maybe helped with buying food and better choices, and that helps with the parents being a bit more proactive in trying to instil those healthy choices in their children. I've seen it where there can be fantastic PE departments, and Chelsea is absolutely right that having those connections with the children and the continual contact and making them feel that there is somebody waiting for them, those relationships are brilliant but until the wider things are addressed, health choices and encouraging healthy lifestyles from the parents, it's not going to change.

Tom Machin: I completely agree with Chelsea about the importance of the relationships that PE teachers have. I think it's really important here that we're not just concerned with those kids who are gifted and talented and able at PE, it's the relationships with all of our students. For some of our students actually having a positive role model in their life is such a powerful tool because, as Participant C said, they may not have that home. We've used lockdown to our advantage, and we've looked at our curriculum and we've rewritten a lot of them, and we've now incorporated a lot of what we call at Hayfield our character and culture curriculums, so wellbeing aspirations and all the Ofsted criteria. Now it's not just the delivery, but it's giving the students the confidence and knowledge to make those healthy, active lifestyle choices. And like I said that has now become embedded within our curriculum. Ian and I were chatting briefly and the biggest thing that we do as well is offer an inclusive extra-curricular programme, because for some who may not have access to gyms or parental support to be able to drive them to and from places, if they're at

schools they're at school so we encourage as many to get involved in our extra-curricular programme as possible, because for some that may be the only opportunity that they get and they get the support from. It's not just the PE department, it's other teachers within the school. We try to front it as best, at that extra-curricular level, as well as being embedded within core lessons.

Ian Taylor: I think a lot of pupils, and in my own children I see a lot at home, the way they communicate everything seems to be online. So they get home, they don't go out to play with their friends, they go straight on the Xbox and communicate directly with their friends. Fortunately for my kids they've got planned activities that they go to, but not every parent does that. A lot of the kids that do look overweight, and are not keen to do certain activities, is because they go home, they go straight on the games console they eat a ready meal and then don't move from that position for the entire night from 3 o'clock. And it's how we crack that nut I think is the big thing, how do we get the away from that and get them engaged.

Baroness Brady: Are you brave enough to talk to the parents on parents evening about stuff like that?

Ian Taylor: Course we are. For me it's been gutting because a few of the boys absolutely adore rugby and when they're actually playing rugby their attitude in school, everything about them changes. Their total demeanour changes. And this year some of those kids haven't had access to that and I'm hoping that by the time we get to September we'll be back fully running, and I think it will make a big difference in their lives. It just whether we can get that access back. I sometimes worry that if a kid has gone from year 8 to 10 with little PE, getting them back is going to be a definite challenge I think in year 11.

Participant B: We're quite similar in the way that we try and promote that healthy lifestyle through the curriculum but also through the extra-curricular. We offer quite an extensive extra-curricular as it is, but coming up and through our school sports partnership we've now got the opportunity, starting in September, for two projects that we're going to be running called Find Your Purpose and Train Your Brain which are going to involve students that don't usually get involved within the extra-curricular setting and maybe are struggling within school and within their homelives and trying to bring them in. So we're working with the mentors within school to identify those students who may have mental health issues, or other issues within the home setting that we're not always aware of, that is stopping them from leading that active and healthy lifestyle. We've been lucky that our school sports partnership is trying to do more on that and have gained some funding for that for us.

Baroness Morris of Yardley: One of the problems I suppose for us is we're talking to a lot of teachers who are really committed and in schools where you really try to make it work and what you've told us is that doesn't happen everywhere. I think it was Tom who said earlier on that we need to be more valued and recognised PE does, I think you've all said that, and you're self-motivated to do it, and some of the things that you're developing are out of this world, they're really really good, and I can see how they can transform things,

but if we're thinking of other schools where they've not got you what are the levers that we can use to improve PE. Does it all come down to the Head? Can Ofsted do anything? If we change the curriculum, will that help? For the non-self-motivated, in terms of PE, what can we do to make sure that PE is valued more and delivered more effectively?

Participant C: I'd bring back a model equivalent to what the sports partnerships used to have. But more accountability, because it's exactly as you have said, that you can't get into those schools but they were getting into those schools and there was plenty of opportunity. Because I did work in several secondary schools, to come away slightly, where secondary children were being extremely active in better off areas where there were clubs already in the area but also schools that had fitness gyms attached and children were going in there and choosing their activity. I was so impressed when I was going to these different schools and seeing children choosing to go there, because body image is so much more important now in the media. But getting back, the broad mindset with this sports premium, the PE primary funding, we've been running our CPD programme here- and like you were saying about staff are not motivated- we've been working with our class teachers and showing them how actually we're the ones putting the thoughts in the children's heads, so when we're delivering our PE lessons we're saying "well when you're older, and you're choosing because you've had this experience of choosing lots of different activities, you know what you enjoy." It's trying to get them to recognise that they're enjoying this sport so then they make that choice, whether it's golf membership when they're older or tennis. So when we're talking about other staff, we're showing them that as well as teaching the staff the physical elements, we're also showing the staff that this is where we are actually putting the thoughts in the children's head from a young age in primary school. So we do a lot as well on growth mindset from a PE perspective, so that when they're older- it's not happening now because the parents are choosing now- but when they're older they're the ones who are choosing. And that for me, and for our school and our headteacher and that's what we're trying to change.

Tom Machin: I think a valid point in what you said, and again this is possibly the case, it doesn't really matter the type of school that you work in or the area that you work in, having a trained specialist, or a trained member of staff, in front of a class is essential. I'm talking from a lot of colleagues, we've got a lot of networks in Doncaster, and unfortunately nowadays PE staff are being pulled to deliver X, Y and Z subjects and therefore we're getting unqualified and inexperienced members of staff teaching PE. And I think that is having a negative impact on the students, and they're able to pick up on that, and what they're being taught or being delivered isn't what we would expect, and the quality is just not there. And that's having such a detrimental effect on both schools and students.

Ian Taylor: So, you might have, for example, a PE teacher who is teaching maybe 10 lessons of PE and the other 10 lessons may be science, and you'll be sat marking the books rather than planning the extra-curricular activities and things like that because there is too much pressure on them. They can't be cut

in two like we said before. I know PE teachers that are taking 15 lessons of 2 or 3 other subjects and only 5 lessons of PE and expected to deliver the same type of stuff. But it tends to be in the same types of schools. The schools that offer lots of extra-curricular and lots of activities tend to have established staff that are just PE teachers, they're not between 4-5 different subjects.

Tom Machin: I think to the point of what the government could do to support PE, I think subsidising through the governing bodies a CPD offering, because I'm 12 years in and I'm still learning every day and I think that the point that you think you've learnt it all is the time to hang your boots up. Especially for the next generation, and the younger ones coming through, governing bodies offering subsidised courses to get people's subject knowledge up to a good standard, I think that could be a really useful tool and vehicle to drive quality up across both primary and secondary. I've looked for a course for myself and they cost between £300 and £500 or asking schools to fund that it's a lot of money. And you know the answer before you got to ask the question. So governing bodies offering subsidised rates for PE teachers.

Baroness Morris of Yardley: Thanks Tom. You've helped us to move onto the last question, where we want to ask people to give us one thing that you would like to see in our report, remembering that the report is to government and I'll take that as the thing that you'd like to see put in the report. Tom Feighan, well start with you, but we've only got about five minutes, so well mix the two questions together.

Tom Feighan: It's echoing what the guys said at the Hayfield about having a specialist in front of the kids. You can see it. My schools and the schools that we have all our extra-curricular activities with and competitions with, they've all got a TA as such in primary schools who is dedicated to sport, there are some schools who have an actual qualified teacher who delivers PE and delivers school sports. Is that the route we want to do? If every primary school had a qualified teacher to deliver PE, every school is going to have someone who is dedicated to giving the kids the best. If we put one of us (the people here today) in every primary school, you would see some success.

Baroness Morris of Yardley: Thanks Tom. I'll do Chelsea, then Participant C.

Chelsea Shaw: Well, mine might be quite generic, and it's not hugely specific, but I'm such a huge believer in the fact that for children to understand the importance of PE it needs to be prioritised throughout the school and throughout the nation. It will take a long time but it will have a snowball effect on whether we get put first in the timetable, we're not being stretched as much and they understand that we need more help, because PE teachers like you say get pulled here, there and everywhere because 'you know, it's fine you only teach football, you can teach whatever.' It's just not valued enough and in order for children to value it we need to be promoting it more and it needs to be as important as maths and science. Look at the teacher training, you're funding nearly £30,000 for people to become science teachers, and PE get nothing. We shouldn't be paid; we should want to do it as a passion, but it is just echoing what is

happening throughout schools. So I just think that it just needs to be as promoted and taken as seriously as everything else.

Participant C: There must be two hours on the curriculum and the timetable and that's for primary and secondary. Regardless of exams and stuff being on in secondary schools, that it's not just a nod to it or that you aspire to, but that has to come from government and that has to come from Ofsted. It's great that there is somebody appointed now for PE overseeing Ofsted inspections, that's fantastic and I hope to see the impact of that when Ofsted come to the school that we know that PE is going to be looked at and we know that headteachers will be prioritising. If they think that it won't be inspected, then it is not a priority.

Baroness Morris of Yardley: We've got about one minute left. Dominic, do you want to add any final comments.

Lord Addington: The only one I would make is about the dropout rate at 16/18/21 years old. I know that most of you are teaching up to 16, but from your club backgrounds would you say those are still the dropout points. If we just do thumbs up. (*Thumbs raised*). Thank you, I just wanted to clear that up.

Baroness Brady: Thank you all for your honesty and your ideas which I thought were great. Just to follow up on Lord Addington's question. Does your school allow your community to use your facilities for events that don't include your students? Participant C is a no, Chelsea is a yes, Hayfield is a yes and Tom Feighan is a yes.

Baroness Morris of Yardley: Is that sort of caretakers cost and things like that. (*Participant C nods head*). Thank you from us. It's been a smashing session, you've been really generous with your time and ideas and thank you for your help, but more than that thank you for the work that you're doing in the schools where you teach. The kids are very lucky to have you.

All: Thanks

(End)

Transcript of group three

Attendees: Liam McGowan; Muhammad Jafar; Simon Roadley; Tanya Middleton; Eve Murphy; Participant D.

Members: Baroness Sater; Earl of Devon; Lord Knight of Weymouth.

Baroness Sater: Welcome everybody and thank you for coming. It's great to see you here and to be able to talk to you directly and ask questions, but more importantly to have a conversation around some of the issues and barriers, and some of the things that you are working with in your roles in the schools. I'm Amanda Sater, I played sport in my youth, I was a full-time amateur tennis player- amongst other sports- loved it and then I've gone on to support sporting charities, including Street Games, and I'm also still involved in the Queen's Club Foundation. I'm very very keen on getting kids active and getting kids playing sport and physical activity. I'd just like to introduce my colleagues. Lord Knight?

Lord Knight of Weymouth: Hello, my name is Jim aka Lord Knight of Weymouth. I wouldn't describe myself as much of an active sports person, but I do recreational running and I watch football- I'm an Arsenal season ticket holder by way of disclosure. So, I quite like sport, but I would say I'm pretty average around all of that.

Earl of Devon: Thank you. I'm Charlie, I'm the Earl of Devon. I'm an enthusiastic sportsman having played rugby to a relatively high level, but I've survived unscathed. I run a family business in Devon and have lots of involvement with local schools in and around Exeter. I'm also very keen on access to rural space and encouraging people to use rural space for health and wellbeing opportunities. I'm really looking forward to speaking to you all.

Baroness Sater: Thank you again everyone for coming. I'm going to ask the first question to kick off and then my colleagues will come in with other questions. The first question is very straightforward: what are the main challenges that you face when delivering PE to pupils. How could you start us off?

Mohammad Jafar: Good afternoon everyone. I'm Mo Jafar and I'm the Head of PE at an all-boys school in Romford, the Royal Liberty. Are we talking about in general or now due to COVID?

Baroness Sater: I think a little bit of background with COVID because that is affecting the future, but also any long-term issues that you've had pre-COVID that you think are still there for the future.

Mohammad Jafar: For me. I've really had a lot of time to reflect and think about what PE is, and what PE can be, when you have a lot of time off you have a lot of time to do some CPD and to do some reading. When you become a PE teacher, you're so busy with clubs and exams that you don't get a chance to do that CPD, you just roll with the punches and carry on doing what you've always done. And when I speak to PE teachers and ask them why they do what they do, and they say that's the way that we've always done it. But I think the pandemic really showed that when we were not there as teachers some young people found it really difficult to engage with physical activity, they found it really

difficult to know what to do, where to go and how to do it. So, some of the barriers that might be affecting that is because we rely heavily on sport in Physical Education. And the way I'm thinking now is that if sport is running PE, and then sport is taken away how do people stay active, because some people don't know how to do that. Two people on the call have talked about recreational running and outdoor spaces and for me that should be embedded in PE as a norm and not as a bolt on. For example, we will take groups of kids to football fixtures or rugby fixtures but 90% of our pupils will not go out for PE over the 5 years that they are in school. I want to flip that and I think one of the barriers is how can we get, so for example if you're a year 7 pupil, how can you visit your local spaces and rural areas on a regular basis, not just a once a year trip, but once a term so that by the end of year 7 you know 5 or 6 rural areas that you can get to by yourself or with your parents. So, I think one of the barriers is PE being framed as sport, and that's just historic and I'm not knocking it that's just the way it is, that's the way I was taught, and I think one of the solutions is if we can reframe PE where sport is part of PE, but it doesn't drive PE. And proving that by being physically active and going to the park with your parents you are as physically educated as the boy who plays for the cricket team or the rugby team. And I think you can win with both ways. I think you can get the- for want of a better word- sporty ones to still be engaged, but you can also get the ones who think 'I'm not good at sport, therefore PE is not for me' to reconceptualise what PE means. Some people believe that PE is just playing, it's not really learning. But I've got some stuff that will develop that and say that actually you learn through the experiences and the environments that you're placed in, and the more environments that we can place young people in then the more adaptable are the skills that they've got for themselves. That can help them, and when they leave us in year 11 or after sixth form they've actually got some knowledge under their belts of how they can keep themselves active, rather than just playing sport.

Liam McGowan: Thanks Mo, that was really helpful. I'm Liam McGowan, Head of PE at a school in Edgbaston in Birmingham teaching boys and girls aged 4-18 years old. I do agree with Mo on some of the comments that he's made there. In terms of main challenges, I think you're looking at a micro level all the way through to a macro level. At micro level, in terms of the workforce being able enough to develop the physical capacity of children, at an early age, to want to continue to engage in physical activity. It's important and not at a level where it should be, and there are examples of better ways that we can support that when looking internationally. The Netherlands for example, are adopting, in some areas, the Athletic Skills Model as an approach to movement rather than PE and sport. So I think looking internationally will help us to reflect on where to move going forwards. Within that, talking about the development of pupil's movement, obviously not just considering physical skills but wider social psychological and cognitive skills. I strongly agree with what Mo said, that within that curriculum and extra-curricular experience we're trying to develop and mimic the behaviours that children will then behave as when adults, and our curriculum needs to reflect that. I think many of us here enjoyed engaging in extra-curricular programmes, in whatever sports we choose to play and really took our

fancy, and there were mechanisms outside of school to support us with that, but they were very much 20th century solutions, and I think it was Lord Moynihan in Session 21 that said we've perhaps got a 20th century structure, but we really need to be considering that 21st century structure going forward. So, looking a bit more holistically, looking at what our behaviours are like throughout all the phases of key stages 1-5 that we would maybe be looking to develop those behaviours that we would encourage to see as adults, including developing active transport which we may touch on later. However, those behaviours are often dictated by, as Mo said, the ingrained habits and beliefs of senior leaders within the school, and these present a barrier to progress in those areas. And in addition to that the barriers are extended perhaps to national organisations who have quite a vocal voice and who need to satisfy criteria to secure funding, which may or may not be beneficial for pupils of all ranges, ages and abilities, in developing those physical skills and behaviours. And that comes full circle back towards the workforce being able to deliver on what those criteria and measures are. There are five things there that I think link in from the day to day running to where we're trying to get to at the end.

Lord Knight of Weymouth: Can I just ask in respect to that workforce point that you just made, is there much of a difference between primary and secondary in the workforce challenge?

Liam McGowan: At a large scale, there is a need everywhere and it depends on individual schools I think- it's the same across all subjects. Just look at Ofsted rates as a loose barometer. However, the support for the workforce, in terms of guidance on the curriculum, guidance on pedagogy when teaching is still not as direct or as helpful as it could be. Does that answer your question?

Lord Knight of Weymouth: We're going to come on to curriculum shortly, thank you for that.

Liam McGowan: Just a footnote on that, I think the structure of the workforce in schools- if we're looking for a 21st century solution- perhaps is only fit for the 20th century model. We're quite fortunate, for example with the apprenticeship schemes that are running in terms of developing Level 2, 3 and 4 qualified staff. Many students and fantastic young practitioners then end up leaving this kind of industry because there is then not an open £20-30,000 job that would suit those people. Therefore, they've got lots to give but are unable to support that development of the behaviours that we'd like to see. Perhaps workforce personnel like that in schools would be useful in developing behaviours that we'd like to see. There's a gap in the current structure and format that we have in PE teachers in schools.

Baroness Sater: Thanks Liam. Tanya, can I come to you?

Tanya Middleton: Hello everyone. I am a primary school teacher, I teach year 6, I'm the PE lead for my school and I'm the PE lead that oversees the 10 primary schools in our trust, so I support and help every other PE lead in the trust. The challenges that I've found since I took on the role is pretty much confidence when it comes down to staff in schools. They're younger, and I hate to say it but in the younger the staff the confidence tends to be a little bit

higher, whereas members of staff that have been in the school for a longer period of time might not have taught PE because they were giving it to their TA to teach, rather than the teacher teaching it and their confidence has completely gone because they haven't taught any lessons probably for years some of them. So, then for me to come in and say that TAs aren't allowed to teach PE anymore, and it must be the teacher because of insurance and things like that- it's just safer- I could see panic on some people's faces. So we focused a lot on CPD to build confidence and make lessons more successful. I made sure that I provided the planning for their lessons so that they had something to follow and they weren't having to make something up. Our PE curriculum is skills based so we don't teach through sport, we teach the sport through the skills. I was having a conversation the other day, with someone who is new and just taken on the role, and she was very confused and I said that if you are teaching an invasion game, so take netball for example, you're teaching your children how to catch, how to throw, how to dodge, move, defend, but then that applies into hockey- even though they've got a stick in their hand they're still doing the same skills. So, our curriculum is very skills based, and we will say that they won't learn how to play a sport properly until they reach secondary school, where it becomes more focused. Other challenges come down to sports premium funding and that being spent effectively in primary schools. I know that we are technically accountable for it, but schools pretty much know that if they spend it, they're not going to be called on it if they don't spend it on sport. And that is the main issue and the main thing that I've kicked up a fuss about this year within the trust. Because across 10 primary schools we were getting over £100,000 worth of funding, and it all got put into one pot and then every school in the trust just got £30,000 of curriculum money which isn't just the sports premium. That's for pencils and pens and everything. So, this year when I said I had £25,000 worth of sport premium funding they pretty much went 'no you don't because your school is being given £30,000'. So, because I have made such a fuss about it this year, they are putting a new line in the budget which will be specific for sports premium for every school, but I know by talking to other leads outside of the Trust as well that is one of the main issues. If you take away the money that we have to spend on PE in primary schools, we don't have the equipment, we are using hockey sticks that are broken, or trying to use 6 tennis balls across an entire primary school. So, a lot of the time our challenges come down to the equipment that we can afford to be able to teach lessons effectively. Sometimes as well in a primary school it can come down to what space you actually have to teach, because I know one of the schools in our trust doesn't have a field, so they can't just go onto the field and do athletics or play a game of football, they have to get a minibus to take them somewhere. Our school personally, we are very lucky as we have ample space, but again for primary schools, some of them are still using extremely old buildings that have been built in the 1800s, and they're catering for primary school children in much larger capacities than they were ever meant to be for, and there just isn't the space to do sport effectively. They don't have the space to do two hours of sport a week, they can barely fit in half an hour if that. Which I know again you guys can't necessarily do anything about that, but it is a challenge that we face in primary schools. So the building

that we're in, how the sports premium is spent and the confidence of staff- both teachers and TAs are the challenges that we face in primary school.

Baroness Sater: Tanya, thank you very much. Let's move onto Participant D.

Participant D: I'm currently lead for sport across 21 different academies in the Bristol area, South Gloucestershire and North Somerset. I also work with a couple of other large governing bodies within sport as a consultant. It's nice to be here today to be able to contribute to this and it's an interesting discussion so far. I couldn't agree more with the points that we've heard, and the only one that I would have suggested- and Tanya started touching on it then- is that time is a real issue. Within schools, particularly in the secondary sector and schools in challenging circumstances, there is a lot more emphasis on reading, writing, maths and science and we're often the first of the core subjects to lose time. And that is a real issue. When we have to look at the logistics of running a lesson, there is always time lost through changing so even though there would be two hours, ideally, of PE delivered in a lesson you will often lose 20 minutes a lesson. So we're not offering two hours of physical activity which means we're not hitting the recommended physical activity provision for our students. Looking at the data with the Youth Sports Trust this afternoon, funnily enough, we're looking at around 80% of students who aren't achieving the levels of physical activity recommended by the health authority, which is 60 minutes a day. And if we are unable to hit that within our institutions within their allotted PE time, I don't think that's particularly useful. On that, I think that a big thing that's come through in terms of repositioning PE in the curriculum, and I don't want to jump the gun here as I know that Lord Knight this may be something you're going to ask us about, but I believe that our curriculum is possibly outdated and focuses on the wrong area. There is an incredible amount of work- I know Liam you spoke about what they're doing in the Netherlands in looking at athletic skills and general preparedness- and there is work that started in Scotland, and has done well in Scotland and Australia, called Physical Literacy and it's about how we understand how to interact within our world essentially. And we do that through movement, and we're looking at how we can build the movement skills and capacities of our students, from early years through to post-16, so that they can see that it's not a journey of once you hit year 11 in secondary school PE stops, you no longer improve your performance. As we've just said, people are socially taking part in physical activity, we've all got this ongoing ability to learn and improve. And the wider skills that are associated with that are really enforced through the physical literacy element; skills, knowledge, physical competency, confidence, motivation and how we then communicate with others. So, I think there needs to be a real shift in what we deliver in schools and what is guided from PE. It's also probably worth mentioning that I found out today from Ali Oliver, who is the CEO of the Youth Sports Trust, that she was speaking about how Minister of Education Nick Gibb has suggested that PE is next on his list of subjects to review, in a positive manner, because if any of the changes are looking like what he's just done with music I think it will be an absolutely fantastic thing. I don't know if I've got much information that I've shared that's new, but I think I've reinforced some of the things that are key.

Baroness Sater: No, that's good, thank you very much. And Simon, I think you're back with us.

Simon Roadley: Hi everyone. I work in Dorothy Goodman School in Leicestershire. We're an SEND setting from ages 3 to 19 and obviously being an SEND setting, we have students with all sorts of multiple disabilities, learning difficulties, a whole range of different needs. One of the main challenges that we face, particularly with students that have already been in mainstream education, is that they have had a bad experience with PE in the past, and already have a preconception of what PE is. I know some of the people spoke earlier about almost an old-fashioned approach where we focus on sport and there is no focus on elements that are meaningful to the young people, I believe it was Mo who said something earlier about recreational running, and these are all types of movement and things that we should be encouraging. And we do within our setting, but quite often our young people come to us having had a bad experience within mainstream, where lessons are very sport focused, that there are splits between the sporty kids and not sporty kids (though I really dislike those terms), it's something that a lot of our kids have experienced. In terms of across our school, because we have a range of needs amongst our students, one thing that we find challenging at times, but also is particularly good is we try and develop PE as a holistic subject. So, we are looking at what areas are meaningful to the young person to break down those barriers and for them to be physically active. So, it might be a social, emotional behavioural difficulty that is stopping someone being active with others, obviously lots of sports and activities are team based, and involve a social element, and lots of our young people find things like that difficult, so we have to work on those things as a school to enable our young people to do that. I know someone mentioned earlier about knowledge of locations to go to where they can be physically active and take part in recreational activity, I think we also need to look at those other barriers as well, so that social element, things that lots of people feel very anxious about when they are going to join a new athletics club or tennis club. That can be a big barrier, especially for some of our young people with learning difficulties. So, we try and approach these things in our lessons and in our curriculum. We have quite a holistic approach to assessment. I appreciate we have a lot more flexibility within our assessment because there isn't as much accreditation that we need to hit, and I think that is something that- from speaking to mainstream colleagues of mine- can be quite limiting. If you have to hit a certain level of hockey by the end of the year, you obviously have to teach that and you have to focus on those skills to get the grades, but is that something that is going to be a lasting meaningful experience for them, or are they going to look back and say 'I hate hockey, because I was forced to do it for my assessment.' So, in terms of what we do, when we assess PE we assess communication skills, social skills, PSD all sorts of different elements that are across the entire curriculum and we look at how those then can be reflected across different areas. So hopefully we're creating a nice, well-rounded person that can go off and have these experiences when they leave the school. So as well as focusing on someone who is competent physically, we also have to look at all those other elements as well. It's interesting that the last person spoke about physical literacy, as we do that

in the school as well, and certainly for our more profound needs and our severely disabled students looking at those key physical skills that are meaningful; so I might be working on grip or reach skills because that could actually enable them to be able to feed themselves or get themselves changed when they're older. I appreciate that we have a little bit more flexibility within an SEN setting, due to things like accreditation, but we are really able to cater our PE to the individual which is something that is really successful, and from speaking to colleagues who work in mainstream I think that is something that is sometimes lacking. You sometimes put students into a box, so they say, 'you're going to do GCSE PE, and this is how you achieve it' and that perhaps is something that could be looked at moving forward, is how PE is assessed as well as how it is delivered and how those two marry together a bit better.

Baroness Sater: Thank you Simon. Some interesting points there and I'm sure my colleagues will follow on.

Eve Murphy: Hi everyone, I'm Eve. I qualified as a PE teacher about twenty years ago, I've been a school sport coordinator and now I run a company called Dance to School which essentially supports primary school teachers to deliver dance. I'm a dance and gymnastics specialist and I also coach a girls rugby team. It's quite nice being involved in this because it's been lovely to hear everybody's thoughts, and I can't agree enough with what everybody has said. For me, I would sum it up into three key themes: workforce, status and perception of what PE actually is. And to start with, I feel really privileged because I get to work with a huge amount of schools and teachers through SCTITTs, PGCE programmes and through working in schools and training staff on CPD. And the number of, particularly primary school teachers, that don't feel confident and able to deliver PE is staggering. And I think partly this is because there is such a small allocation of time, I think for some it's two days in the entire time that they train as a teacher is spent on PE, so to then say 'off you pop, go teach everything and keep a child safe in a gymnastics lesson' is terrifying for them. And they're not supported enough. The next thing, I think is status. I think how we view PE in general is really important. I was on a webinar yesterday around the Creating Active Schools programme, through the Active Partnership- I currently work at Greater Sport as well- and we're looking at how we need that whole school buy-in. A lot of the time the PE lead role is given to the NQT, the unsuspecting NQT, who they just give it to because nobody else wants to do it. That's not always the case, but it doesn't often have the status that it needs, and the Creating Active Schools programme looks at getting that top level buy-in from governors and from head teachers because it is about understanding that it's not sport, it's about how being healthy leads to academic achievement and being well leads to academic achievement. It's not about sport, it's about what we do on the way to school, while we're in lessons, at lunchtime, on our way home from school and then in our time at home and how we can create a culture that promotes a positive view of PE and physical activity and school sport. And then finally, I think it is that perception of what PE actually is and there is a study that I read recently that said the biggest influencing factor of being an active adult is your sporting habits at the age of 12, and the fact that if we've not got children from primary and we don't prevent that 13/14 year old

drop off then people are not going to be active, they're not going to be healthy. I think it was Mo at the beginning who talked about how the pandemic has really changed people's view, and I think a lot of people are seeing now that our job is about keeping people well, mentally well and physically well. It's not about whether you've got 10 really good hockey players in your school and you've then got hundreds of children that are just never going to ever take part in anything. It's about providing those opportunities that are realistically things that they feel confident to do and are able to do.

Baroness Sater: Lovely, thanks very much Eve. Would my colleagues like to come in after that?

Lord Knight of Weymouth: I'd like to say to Katie that I hope we are able to capture what is going on in the chat box, as well as in the video, as there is a rich dialogue going on there as well. I guess what I'm hearing, is that we've got a curriculum that needs reviewing and that is probably a bit 20th century, and a bit too sports focused, and a bit too rigid, and that we need to move that onto being more about physical literacy and movement. That resources, so time, money and equipment are issues and that there are a range of workforce issues. I know from my time working at TES until recently, PE teachers are about the one thing that you could recruit easily as a headteacher, as there seemed to be lots of people who wanted to be PE teachers. But that sense of status that Eve talked about I found really interesting. And the social barriers, and the insights that Simon gave from the SEND world is really interesting, and then there was also the assessment point that was coming in through at the end. So I hear all of that, and I'm not going to delve further into the curriculum because I think we've had a consensual message, unless someone wants to put their hand up and say that the curriculum is all perfect. Where I'd like to go, if my colleagues will let me, is essentially around what should be done to make things easier for differentiation because clearly you have a range of different abilities and different mindsets coming at PE, sport and movement, we've got different genders (and we heard earlier on today from young people saying that at secondary quite a lot of them missed the mixed PE that they used to have in primary school) so I'm interested in what you've got to say. But then also this difference between sport and recreation, and whether there's more that we should be offering or doing. One of the young people this morning talked about swimming at primary and how their teacher was able to differentiate between those that had the potential to do swimming as a sport and for those for whom it was a recreational skill for them to be able to swim confidently. So, what should we be pushing to help you make those sort of differentiations between the range of different abilities that people have? And we're also pressed for time now, we're halfway through, so stick your hand up and just shout to contribute. And we'll start with you Liam.

Liam McGowan: That's obviously a really difficult task, in terms of differentiation for all teachers across the country with all ranges and all abilities. So establishing some common language that people can use consistently would obviously be helpful to then take conversations on a little bit further. What I was previously going to mention for the initial question, and it does link in, was about

PE and the challenges faced in PE, and we might be lucky to get 2 hours a week with pupils across key stages 1-5, however a lot of the time it feels like the consideration is being put towards PE and not play and breaktimes. Whereas I think if the vocabulary associated with both of those areas was around movement, then perhaps, we would be in a much stronger position to engage in healthier dialogue and create better environments for our pupils and young people to engage in. My advice would be, although I obviously have my own battles at school, but I do feel its evidence informed, is if we're reviewing the curriculum would be to recommend to schools that they review their PE curriculums and/or breaktimes to include the 10 Basic Movements of the Athletic Skills Model. For example, they progress slightly from the typical three fundamental movement skills, kind of object control, locomotion and balance and encouraging people to refer to those skills of balancing and falling, romping and fighting, moving, locomotion, rolling, tumbling, throwing, catching. If that vocabulary was consistent amongst professionals from key stage 1 and early years through to key stage 5, it would help to create a bit of synergy behind the further conversations that everybody is having nationally. And perhaps the result will lead to more informed conversations about how we are able to appropriately differentiate, rather than beginning to think how we're differentiating from a completely wide standpoint of differentiation in hockey. We're almost going back to sport, and back to what we know, and we need to encourage people to, in my opinion, differentiate movement- which everybody has the potential to do- whether that is some kind of scale. But then obviously we're considering the movement abilities of everybody within that. And the final point on differentiation would be through OPAL, outdoor play and learning criteria, the body that are working with the non-department public body of Sport England, so that kind of OPAL criteria alongside the athletics skills model criteria, if that language was used a little bit more by everybody, you might get a greater shared understanding of how we can differentiate.

Lord Knight of Weymouth: Thank Liam. We've got Participant D, Eve and then Mo.

Participant D: It's really interesting that you spoke about differentiation there, and I think it does link into something that is more traditional that we see, or there is more accountability held within the primary element, and that's the PE School Sport and Physical Activity elements that that's very clearly written into the Sport Premium funding, but also an Ofsted inspection in primary schools. There is more reference there and reporting there, but in secondary school it is nowhere near as looked upon. I think when Liam was talking about looking at what is happening at breaktime, how we can active lunchtimes, it's not really considered a focus and I think there is some element there that probably needs to come through. We need to not see it as PE in isolation of what our lesson are but it's PE, school sport and that wider physical activity. And I think that would allow us to answer that question, I've written down here on my notes, so I don't lose track, is PE excellence versus engagement and I think that is what you were getting at.

Lord Knight of Weymouth: Yes.

Participant D: Yes, we should be able to highlight the students who have the potential to be really good but is it our job to make them good? Where do we fit on the excellence pyramid that Sport England provide? We are probably grassroots. Is it our responsibility to make outstanding athletes? I'm very fortunate as there are two footballers who are playing in the Premier League that I've had the pleasure of working with and I've loved to see it was me that identified them, but I think it was probably down to their professional football clubs that did that work, although I helped and supported and encouraged them in every way possible.

Lord Knight of Weymouth: But everybody loves that Ian Wright clip with his teacher and what an inspiration his teacher was to him being a successful sportsman.

Participant D: It's true. But I think that's the 10% who are engaged with us anyway, and if we focus on that are we not doing a disservice to the other 90% of the students? And, what we're saying earlier from PE we are saying that there are bigger things than being great at a sport, we're saying that we can support students with their life skills that are transferable into the workplace to be successful, and to open the doors for them to be successful in life and achieve what they want. And I think that's where it needs to be framed. Don't get me wrong. I want great sportsmen. I want to be able to have girls and boys that will be able to go 'sir here are some free tickets for when I go play for England' but that's the top of the tree, that's the small numbers. We need to start thinking about the bigger numbers because when we talk about curriculum reform, we look at how can we support students to do well at GCSE, again if we look at the number of students who take a GCSE or a similar vocational course it's looking at 15% of our cohort and if we're only looking at them we're not serving everyone else.

Lord Knight of Weymouth: Thank you. Eve.

Eve Murphy: A couple of things, really quickly. I completely agree Participant D and I think the thing that we need to be thinking about is how we use PE, sport and physical activity to educate the child, not how we educate the child to be good at sport. It's what they learn through their PE lessons, through being taught in PE what they learn about life, about themselves, about working with people. It's a dry run isn't it; you lose in sport because you're not always going to win in life. We've got to flip it around. So many people think 'I've got to teach them to be a good footballer' and you're absolutely right Participant D, those kids that are going to be good footballers get that outside of school anyway and they don't need us for that. So it's looking at what our lessons do for that child. And then secondly, just to touch on the gender thing really quickly, I have a huge issue with teaching boys and girls separately and boys do football, rugby, cricket and girls do netball, hockey and tennis because you just immediately isolate children. I'm a passionate teacher of dance and I've got some amazing boys, and still I go into schools and teachers say, 'it's not for the boys, is it?' And if the teachers are saying it, then the kids are going to be saying it. And then conversely, my daughter plays rugby, and I coach her rugby team, and parents will say 'isn't she brave?' and I'm just like she's not any braver than the

boys. Those perceptions are still there, and we carry them as teachers, and we put them on the students and that really needs to be thought of as well in my opinion.

Lord Knight of Weymouth: I'd have loved someone to teach me to dance at school. Mo.

Muhammad Jafar: I agree with everything that has been said. I think it really hits the nail on the head for me. So two things that I would add. First thing is teacher training, and this would help with primary as well, because it is the biggest barrier. At the end of the day, the everyday behaviours of the teacher are the pedagogy and are the curriculum really. The bit of paper that says what we're doing is only as valuable as the people in the sports hall or whatever venue you're in. So I think we can use what we have already, we don't need to reinvent things because there is lots of research out there, we have some of the best academics in the world with regards to physical activity and physical literacy, we have Loughborough University which is one of the best sport science universities in the world, so we have all the expertise in this country to create a curriculum that is really fit for purpose. And not a curriculum that is 'here is your curriculum for the school down the road and a curriculum for you all to follow' more in terms of empowering schools to have the principals to develop because curriculums need to adapt and evolve. I'm doing the same things now and teaching the same things that I was taught, I'm 35 and it doesn't make sense. The world has changed, and we need to change with it. For me, it's using the expertise that we have and the dearth of literature that's out there that tells us what a movement curriculum could look like, and it's empowering teachers and schools to be brave, to use different pedagogies, to learn and to be comfortable in failing in the first couple of years- because it's going to look different- but actually knowing that we're on a path to trying to make something sustainable and adaptable so that it can adapt to whatever is thrown at us over the next 20-30 years.

Earl of Devon: This is a fascinating discussion and I'm absolutely with you all on physical literacy. Eve, my son and daughter both do street dance at primary school and love it and I'm very keen on the sport and recreation concept. One thing that was said though, is this drop-off in 12-14-year-olds, and the transition from primary to secondary. And Mo mentioned right at the outset the relationship with parents and assisting students to find alternate venues for activities in nature, and I'd love you guys to tell us what your experience is of working with outside providers be they other sports clubs, providers of outside spaces, parents or even third-party providers of PE education which we certainly see at the primary level. Can you tell us about your relationship with those; how successful they are and the extent to which outside clubs and parents can keep kids active throughout secondary schools and into adult life? I think that's an absolute key consideration; how do we transition all that activity in primary school into an active life in adulthood. Tanya, perhaps you can come in first on that?

Tanya Middleton: My school, we have links with the major sports clubs around us, so we get the Newcastle Eagles in and our children go to their clubs,

wherever they are based because they do have a few dotted around. So that is developing them, and the idea is that they are looking for the future professional basketball players. We also have NUFC come in and they deliver part of our PE curriculum as well as the teachers, and often the after-school clubs as well. We also have the Newcastle Falcons, the rugby team, come in and they are more focused on healthy eating as a way of staying fit and healthy through sport and rugby. So they're not necessarily trying to recruit for their team, they are more focused on getting the children to understand what is going to keep them healthy, what they should be doing in the future, how they should be eating, that they shouldn't be going to McDonalds every night, talking about the healthy food plate and food pyramids and things like that. We also have different after school clubs. We have a programme called Chef, which comes in and teaches the children how to cook healthy food and then they do a 45-minute exercise session, so it's not sport based it's exercise based. And that's for families as well, so pre-COVID the children used to take part with the mums, dads, aunties whoever wanted to come, we used to have siblings as well. 10 families would attend every half term and it was a very nice educational thing. We're in a very deprived area, and Greggs is just round the corner and a lot of families are straight there after school finishes, so teaming up with Chef was much better as we were trying to educate the families about staying fit and eating healthy.

Earl of Devon: That's really helpful because that was one area that I was also hoping to cover; that relationship between home wellbeing and what you guys are delivering. Simon, do you have any comments on third party relationships?

Simon Roadley: In our experience it's very much a mixed bag, certainly from an inclusive point of view. There's been lots of references already to teacher training and how much teacher training is done for PE, but I think when it comes to coaches and teachers there is little emphasis put on SEN and inclusion (*All other participants nod heads*). And we find that a lot with coaches and external people that come in. We have link with Leicester City Football Club and Leicester Tigers, lots of different links and some of them are fantastic, but it's every now and then that there's a gem who gets inclusive PE and gets inclusive sports and activities. That can be a real barrier to it for us. Often what I will try and do if we're lucky enough to get the primary PE premium as we are an all through school, so we use that to supplement teacher confidence. So, the coach will work alongside the teacher, so the teacher has the inclusion knowledge and the coach has the confidence in delivering the sport and PE. That's been quite a good model for us where we work with coaches and we try and get them to be more inclusive and they try and get out teachers to understand certain techniques or safety or how to run a sports and PE session. I think that one barrier that we do come across, which I know is a frustration across lots of primary schools, is although yes we get the PE premium money, it isn't actually communicated with us whether we are going to get that the next year or not. So I'm currently planning our PE curriculum and our plan for next year, but at the moment I don't know whether I'm going to have any budget to spend or not. Obviously, there are three weeks left of the summer term and really from our point of view we need to know, as a school, whether we are going to have that pot of money to be able to bring these external people or not, because other schools will book

them in and we might miss out on the really good ones. That can be a real barrier for us, and I know that is felt across a lot of primary settings as well. Certainly, we use it more as a teacher development rather than someone coming in to work with our students, because lots of these external providers just don't get SEN and don't get inclusive sport and the ones that do are few and far between unfortunately.

Earl of Devon: Thank you, that's really helpful. Mo, do you want to come in on that topic?

Muhammad Jafar: We've been quite lucky. I coached with West Ham Foundation for a number of years before I taught, so I've got friends there and we've always had coaches come in. Because we don't have a lot of money to spend on sessions, and they offer it for free. So, we've been really lucky to have a coach who can come in and take 30 kids, and then we can get more clubs in so that they have access to that. I spoke to Jump Evolution, who are literally round the corner from us, and I spoke to the manager, and he was amazing, and he said 'look, the place is empty during the school day'. I've been speaking to the local council before, but it's just gone nowhere, but if we could get together as a borough and a community we could say this place is empty, there's 10 hours available a week, who would like to take these hours for 6 weeks you could take groups of kids there. I don't know if anyone has ever been, but you will work out more in Jump Evolution in 10 minutes than you would in an hour in any PE lesson. It's so much fun, but it's also just so many different variations of what you can do. And it lends itself to autonomy, because you as a pupil can explore, you can make up your own games. If you look at any child development literature, the children that achieve and do well over time are the ones that play with their parents and with other children. Play is a massive part of physical activity and of recreation. That's why we do it. At the end of the day, we don't do it just so we get big muscles and big arms we do it because it's fun. Otherwise we would stop if we weren't any good. We're not going to be athletes some of us, I'm definitely not going to be an athlete. I've had really good experiences and I think people, especially pre-COVID, are really keen to get the community involved, for a number of reasons financial but also just the fact that they're realising I can add more.

Participant D: In terms of the external elements, I have three key points. The external people that can support us offer a great pathway. The clubs have been fantastic locally and regionally, and even the other places like local climbing walls and fitness centres are brilliant. It offers a great pathway to direct our students and in terms of signposting I think it's a fantastic idea, but it's just time and money. The third-party providers i.e. coaching companies that come in and support people I always have a few issues with them. As Eve mentioned in the chat box, there is no regulation on how good they are in terms of delivery, you can put these companies in place with level 1 coaches who have no understanding of the curriculum or the pedagogical skills needed to help students progress. So that is a major concern for me. And if that money then runs out, we are actively deskilling, particularly our primary school teachers, by relying on them. But I think most importantly is there is a real legacy based

around the experience of our parents within physical education, whether that is culturally, or because they were at a school that wasn't great in terms of delivery of sport, or because they just don't like it. And that is a constant barrier for us to re-educate parents to be supportive. It's a significant difference with regards to having active parents, if your parents are active you are more likely to have active children. So it's that ability to try and educate parents that everything that we are doing is a good thing, that it is as valuable as English, Maths and Science.

Earl of Devon: Yes, that's true. We have 10 minutes left. I see that Liam has his hand up, so if you want to come in quickly Liam and then we'll let Baroness Sater ask the final questions.

Liam McGowan: I think we've all probably had positive, and not so positive, experiences with external agencies that we can talk about, but it's quite critical that we consider what is the desired impact that we want from having these external agencies, not just in the immediate but in the long term as well. We work with some excellent people sometimes, I mentioned earlier some of these fantastic coaches who are then unable to access a £20-£30,000 job, and then go and work elsewhere and they are a real loss to the workforce, whereas in a 21st century school they would be an asset and you would get them onboard and enrich your provision within your school. So that certainly needs addressing. But that's almost shooting from the hip because it is not evidence informed, and I think when we are considering what impact we want we really need to look at and consider the evidence available. And I wonder if the question that you've asked about involvement of the external agencies, thinking about what you mentioned earlier about childhood obesity and general statistics around poor activity habits, because there is plenty of information available that shows even with really significantly planned intervention such as the Waves Trial in the West Midlands, which had some really respected academics in that field, they did considerable work and really thought out studies that still resulted in having no significant effect on BMI scores of the participants. Therefore, I don't know how we expect uninformed agencies to have considered impact if even the best can't achieve it. So, I think we need to be careful in how we are spending our money and what the desired impact will be and consider how we can get those people who are effective workforce members into the workforce.

Baroness Sater: Liam, thank you very much. I'm going to move on now because I want to get this last question, and I want to hopefully ensure you can all answer it. So, what could government do to support and improve PE in schools so perhaps just one to two bullet points as we only have 8 minutes left. There's lots probably. Mo, shall we start with you?

Muhammad Jafar: I was hoping to go last as that's a massive one. The main thing is probably going back to teacher training.

Baroness Sater: Teacher training. Great, Participant D.

Participant D: I think it needs to celebrate the outcomes PE can have that is not just sport related.

Baroness Sater: And that's relating to the whole conversation around movement and physical literacy?

Participant D: Yes, so those transferable skills that will allow people to be successful.

Tanya Middleton: Primary school wise I think the government making schools more accountable for spending sports premium funding. I think that is where you will see the most development in school. Because at the moment schools say they have the funding, but it's not getting spent, the whole money is not being spent on sport and that's where it is all falling down, I think in primary.

Eve Murphy: I think I would agree on establishing what PE, sport and physical activity is about and working towards that rather than sport. And teacher training as well.

Baroness Sater: Can I just go back on that because we do have one or two minutes and you've all been very efficient here. Because you mentioned about culture, how do we change that early on.

Eve Murphy: It's a really difficult one. I feel like if I knew that I would have the answer to all our problems. It stems back to our perceptions of PE. So basically, the people that are now teaching and now have children had poor experiences when they were younger, and I think we need to somehow reframe that. We still remember the knickers and the vest halfway up a rope and it's somehow reframing it so that it's about the way we've approached it in the pandemic, it's about wellbeing, it's about being in the fresh air, or about mental health, it's not about being the fastest runner and winning.

Simon Roadley: Just to reiterate, the teacher training point is not just to focus just on PE, but on how PE can be made inclusive, just to bang the SEN drum. And to go back to the point on the primary premium spend that was made, the accountability definitely needs to be there. Not just on the fact that it is spent, but also what it is spent on. I think there is still lots of debates amongst PE teachers about what that money can actually be spent on, and I don't think anyone can say for sure this is what it can be used for. I think lots of us can say this is what it should be used for, but that might not be how it's being used. And in terms of the culture, at the moment I think unfortunately it is largely led by individuals within a school. So, the PE and sport culture in my school is reflective of me as the PE lead, and I think that needs to come from the focus of the curriculum and everything else that we're being fed as a school that we need to deliver needs to change to have that sustainable culture across all schools rather than individual ones.

Liam McGowan: Firstly, the vocabulary I mentioned earlier around the 10 Basic Movements Skills within the curriculum and the school environment, I feel is important to generate some common language between everybody. Whether this is extended into creative play and OPAL play as well is worth considering. We value what we measure, if that vocabulary was then directly looked for and looked at by Ofsted, or other inspecting bodies that were looking at schools, I think we would certainly see an adaptation in senior leadership teams'

behaviour, which I think ultimately would be helpful for children within those schools. Increasing informal sports and those opportunities, speaking to my own students they felt the Committee should hear that as well as an improvement in food in an out of school, and senior leaders understanding that three hours of homework a night isn't helpful if you're trying to lead an active lifestyle. I did mention the workforce and being able to welcome a wide range of people, but I was going to finish by quoting Baroness Campbell in evidence session 21 on DfE funding and progress of girls participation since 2015 she said 'I have to say that despite the investment that has been made by the DfE, generally the provision has declined' and I think we really need to consider how the government is spending it's money, if in the last 6 years they're spending millions of pounds but they've had some poor results, then we really need a long hard think about how we are going to spend money.

Baroness Sater: Liam, thank you very much. Lord Knight, would you like to come in.

Lord Knight of Weymouth: I want to say a huge thank you to you all, it's been really good and insightful. Very helpful indeed.

Baroness Sater: Thank you all very much. I mean, I think we could go on listening to you for another couple of hours. You've covered so many things, I've got so many things written down I don't know how I'm going to sum it up. But your experiences and what you're dealing with day in and day out is really important for us to hear. Really appreciate it, and obviously we really appreciate the work your do. So, thank you for spending the time with us this afternoon, I know you are very busy people.

(End)

Transcript of group four

Attendees: Brianne Turner; Neil Dawson; Matthew Rhymer; Laura Tiernan.

Members: Lord Moynihan; Baroness Grey-Thompson; Lord Snape.

Lord Moynihan: Welcome everyone. In this breakout group we've got Baroness Tanni Grey-Thompson and Lord Snape participating from the Committee side. Thank you all for joining. We haven't got long, so if you could keep your answers reasonably concise that would be great, but obviously I want everyone to be as relaxed as possible and to have as much dialogue as we possibly can. I'd just like to start with a question that you may not have received in advance, which is that there are considerable concerns that have been expressed to us in evidence about the overall quality of teacher training programmes, the preparation for going into this career. Have they adequately prepared you? Is it highly differentiated in quality? Is there a lot more work and recourse that needs to go in both at primary and secondary level to teacher training programmes?

Brianne Turner: So, my personal experience, I did an early years degree and I chose to focus on PE for my dissertation and there wasn't anybody that could be my tutor, I basically was given someone who did some physical activity in their own time. I was the first person who had ever chosen to focus on PE for their final dissertation so in my personal experience, no there is definitely not enough coverage in generic primary teaching degrees of PE at all.

Neil Dawson: I've worked in secondary and as an SSCO in a secondary sports partnership and I now work in a special school which is all through from 2-19. I came into special needs education with no training in special needs and working that side of it, so whatever I've learnt on PE from a special needs point of view has been self-taught. My experience of primary age PE, and the fact I teach primary ages kids now is that the staff I work with aren't that experienced in PE. If they are asked to do a PE lesson, they need a lot of help with what they will deliver in a PE lesson, but they're very lucky that they have me as the specialist that works across my school currently. So again I would say that there needs to be a lot more support at a primary level for PE staff.

Lord Moynihan: That's really useful input as well, thank you. Laura?

Laura Tiernan: Hi. So I'm coming from a different point of view in that I am secondary trained and after about 10 years I dropped down to primary and have now been here for 10 years, so I've flipped it the other way. My specialism was a PGCE in PE and then now into primary. The staff I have working alongside me, haven't had much and when you ask them about their NQT or their training leading up to their degree or their placements, they just kind of shrug their shoulders as if to say we've not really done it, or it wasn't highlighted as a part of it. My request now is if we have a teacher training, that they come into my lesson for a half term block, or the six weeks, and they come and do it with me. So it's not just 'here is the plan', they do it with me and they can ask as many questions as they need. And that seems to be working better and they leave with a little more confidence that they may not necessarily have had, but they don't get much training when they are at university.

Matthew Rhymer: So, I did my undergraduate degree in children's physical education, which was focused more on primary, and then I did a secondary PGCE. I did my dissertation on primary PE, and specifically on the training aspect, and I found that a lot of primary teachers are getting about an hours training on PE across their whole course. And that has a direct impact on their attitudes, unfortunately towards PE. So, I think we have a real issue with that, because not only does it impact confidence, but also potentially attitudes towards PE amongst certain schools as well.

Lord Moynihan: That is really helpful advice. Whenever either Tanni or Peter want to come in, please don't hesitate to do so, but can I just say that that is exceptionally helpful, because we're getting written evidence on this subject as well and unless we get the teacher training issues sorted by government, and really prioritised, then everything flows from goodwill and the sort of expertise that Neil can bring from his own experience. And I just think that that is a very helpful set of contributions. Can I just move on from that to a related subject and ask you to comment on this, we've received significant advice that to supplement the work that you do the government policy- for quite a long time now- has been focused on outside bodies, such as the Youth Sport Trust and other bodies. We've also taken evidence that we wouldn't expect schools to do that for Maths and English, so why for PE, why not invest more in the importance of PE in the schools rather than supplementing it from outside. Do you think that PE in schools should be given a higher priority and more resources, or do you think that you would still, even if that was the case, look to supplement it from outside with regards to governing bodies, or community clubs that are willing to give time to assist? Neil, you looked interested in that question so I will start with you.

Neil Dawson: I was thinking about how big a question it was to be honest. I think it's got to be both, partly because I think schools need more time, more expertise and more curriculum time for the subject. But I think that it starts at school, and it's got to continue into the community and actually to get people more active and more involved there have got to be pathways where they can still be active and still take part in physical activity and different sports. To keep them interested in physical activity, schools can only do so much, and they need the support from the community and engagement from all over to make it successful.

Brianne Turner: So I currently work three days a week for an external provider so I can come at it from both angles with this question. I think whilst schools really need to make sure that their staff are able to deliver, I do think that there will always be a place for external providers for the specialism side of it. I just think that you can't expect primary teachers to know every aspect of every sport or activity. If you can get somebody in from an external point of view to really inspire those children that's really important as well. So I think there needs to be an improvement amongst school staff, but there is a value of using external providers as well. Not sure it that's helpful, as I'm almost sitting on the fence there.

Lord Moynihan: No thank you, that's really helpful. Laura, what are your views on this?

Laura Tiernan: So I am full time PE. I do nothing but PE across the school from reception to year 6, so I feel I'm in a privileged position that we've got an SLT... I came as a supply and stayed on. There are a few of us across our local borough where we see that impact and then we can use external providers if we need someone to come in and do wow sessions with children or help to use CPD. That's where we build upon that. We use external providers for after school clubs as well, so it's not just me and school staff and it just builds on everything we've got. We're not one or the other. We're West London and outside we have a canal, so a local canoe club came to us and got funding from Tesco, and we said yes. So the more people that are happy to approach us, we went out to find different clubs and local providers that could do lunchtime or afterschool clubs, and then me delivering across the school, and class teachers delivering, we've built a really strong network that we are really proud of. And we're not the only ones we know that do it, so it has a real impact when you marry them together. I feel one or the other isn't a good balance for everybody and I think a good joint option will have a really positive impact on the children.

Lord Moynihan: I wish all schools were able to answer just like that and congratulations on the work that you do on that. Matthew?

Matthew Rhymer: I think there definitely has to be collaboration between what is happening with the staff in the school and anything external, but I think initially your PE staff are your go to people, because it's compulsory. We have the most contact with some kids that they'll ever have physically, and so actually the quality that we deliver, and then the support in terms of resources is really important, because we want to build the passion for them wanting to go and do more physical activity beyond the school day. And then from that, linking in with local providers and external providers and incentivising them to want to work with schools is really crucial. And then ensuring that those links that we're making, and pupils deciding to go beyond the school and work with the clubs I think there needs to be some reward, and as I said some sort of incentive to do that. A lot of pupils where we are, I'm in North Devon, so it is quite a deprived area so actually clubs need to be focusing on incentivising because there are a lot of barriers to accessing sport and physical activity outside of school. We struggle as a school with a lot of things because of the location of where people are coming from, and what we can provide with external providers. They have to fit within the school day because if they sit outside of the school day pupils can't attend it because they have to get home, and the only way they can get home is transport which is put on by the local authority. And the flip side of it, or another angle, is the fact that we've got quite a high level of deprivation, so money becomes an issue for some of our kids. So, as much as it's great, the impact that we can have and getting people into our schools there are some barriers to get people to do it outside of school, and those that I've said are a couple of reasons why.

Lord Moynihan: Matthew, can I just pick up on that and develop and extend it to the local community and external providers, because the common theme of

all of you is that you're happy and keen to embrace specialists as long as you are the go-to, you're making the decisions in the school and that's where the decision should be made. When it comes to local provision, I was reading some evidence recently which I think put it well, and it was the idea that we actually haven't changed much in terms of the structure of sport in the UK for the best part of 50 years, and that it was very much a silo mentality. So there is no coordination, no national plan, nobody drawing all the strands together that will make your life easier in delivering a quality service to the children you teach. That silo mentality being both elite, community, schools and local authorities. Do you think there is a case for the Government to look at comprehensive restructuring, so that we can bring all these strands together and ensuring that the school is at the hub for supplying the best possible service for the local community when it comes to sport, recreation and physical activity.

Matthew Rhymer: I think in my area, yes. Because our school is the hub for a hugely vast area that we cover. If you talk about Laura in West London the opportunities and access to facilities is probably- and I'm assuming this Laura and you can correct me if I'm wrong- more than what we've got. Kids for us are either travelling 20-25 minutes, at best to access a sporting club in some scenarios. Some are travelling half an hour, some an hour. And then they don't have the choice of quality, it's that's your local club and that is where you've got to go. And there are some clubs, just because of resources or the because of the volunteers who are there, who say we're going to focus on helping these kids to just take part or we have clubs that say we're elite and elite only. It's all about incentivising. We're talking about clubs that are volunteer run and if we've got to incentivise them because as we said right at the start goodwill doesn't always cut it.

Lord Moynihan: Thank you. Laura, I can see that you want to come in and add to that.

Laura Tiernan: We are in West London, and I imagine when you hear West London you think Chiswick, but we are in Southall, so we are in that deprivation with you. You have the distance where you have to travel to come in, we're the opposite. Over 80% of our children live within a mile of the school, but they don't leave that bubble. We are going to a local swimming pool, that all our kids now know exist and we've done a great two-week intensive swimming programme, and our parents are like 'we didn't know it was there.' And are like, it's a mile there and there is a bus stop outside of school, off you go. It's a different borough, but we obviously don't have the pool near us that we feel is good enough for our students to go to, and we've built those relationships and we're able to get our children there. But it's just our parents and money that are our barriers so the more that we can give opportunities in school, I think the more I can show children to have a go at this. And if we can, we use a bit of the sports premium to make it more affordable. We tried to run a breakfast club with an external provider a couple of years ago, and our parents couldn't afford the £3.50 every morning. So we know where our audience is like you do. You need it in the school day if you can get it with the transport, and we're similar to that in that it's got to match what our school needs. We've got a good sports

partnership that tries to give us what we can achieve knowing our children, and we've got schools in Ealing that can afford to go to the elite hockey or rugby club and our kids can't get there, so the more clubs are realising that if we can find a central venue that people can get to, we'll come to you, promote it and we'll work it out. And they've done that. We've got a couple of satellites that have appeared, thanks to our high school down the road, that are now starting to do that. But again it's confidence for our parents to say my child can do this, it's ok, and you try and push them for everything. Scootering is the most valuable thing that we've ever had with kids and if there was a club for scooters it would be full. Just gaining that incentive to get the kids to do it.

Lord Moynihan: Tell us about your experience with the swimming pool. Obviously, it's been a success with the two-week programme, what were the barriers to getting that relationship going? Was the local authority pool happy about hours?

Laura Tiernan: We always used to take a class for a term each across the year, and we've got 90 children in a year. And our kids weren't getting anywhere. For most of our children the first time they get in that pool, is the first time that they've seen a swimming pool, had to change themselves, or wear a swimsuit for different reasons across the board. So originally, we used sports premium at the beginning to add extra teachers to take the whole year group, once a week for a year. And we did that over 4-5 years and we saw a progression and they increased their confidence. We just built an amazing relationship with our local swimming pool. The one that is in our authority is just too far away, the closest one is in a different borough but it's easier for us to get to, and they're happy for us to go there. And it's that relationship that we've built with them. Since COVID they've changed their ideas, and I know a while ago there was a study that said rather than doing an hour a week all year, do a two week intensive programme where they swim for an hour each day and you'll see that progression. This is the first time that we've done it and it's absolutely awesome and we will feed that back to our centre. On day one we were like 'Oh my God, the kids did it in an hour. We've never had that before.' We've had kids that have already passed the national curriculum and we don't usually get that, we're lucky if they can just about blow the bubbles the first day, let alone dive in and jump and rescue someone. Just building that relationship and that two-week intensive we are looking to carry on. That is the best thing that I think we've done this year. And the children have loved it. They're mindset is that we've got two weeks, let's do it, it's all we've got rather than having a whole year. It's insane and it's just been really positive.

Lord Moynihan. Thank you. Neil, has that been your experience as well?

Neil Dawson: I was coming at it from the mindset of the teacher way as well. So, I'm going to admit that when I first started teaching I was probably a traditional PE teacher that was all out for the extra-curricular and all out for the teams, wanting to take teams to lots of competitions and as much sport as possible, but what I've since realised is a lot of those kids that I used to do that with were the kids that do a lot of sport outside of school already. And there needs to be a focus around us looking at the children who don't do a lot sport

outside of school, and don't necessarily enjoy sport, PE, team games or however you want to look at it. Because they're the kids who aren't active and they're the kids that we're missing and aren't involving and inspiring to be active people. I've got two kids that are active, but I'm a PE teacher so I'm going to make sure they're active, but you've got families and other parents that won't be active themselves, won't have enjoyed PE previously or been involved in sports and activities so their children won't automatically go and do it and won't have the opportunity to take it. And I think since I moved into special needs I see it even more, is that the kids are active at school and they love PE, but PE is very different to what PE used to be when I was in a mainstream school. We do lots of different games and we do adaptive games, but then these opportunities, or these games and sports, don't exist outside of the school. So there isn't anywhere for them to go and do them outside of school. There are very few boccia clubs for example. I've been involved with Disability Athletics, and yes there are clubs but there is not enough of it going on and there aren't enough specialised coaches to take on the kids that we have in school. I'll give one example, there was a lad that left us about five years ago, but to get him involved in athletics I used to take him, I brought him trainers, I had to take him to competitions because his parents weren't interested, and he didn't have the money to get involved. He is now representing the UK in the 100metres, and he's doing well, but he needed that push, and he needed that support to get there.

Brianne Turner: It's kind of going along with what everyone else has said, and it's considering the reasons for the barriers to accessing these things. I used to do a job that was very similar to Laura at an inner-city school in Manchester, and a lot of the time it was money that was the issue, but also it was to do with times of worship. So, making sure that clubs didn't clash with mosque times. Or it might be that living in city you might not have your own transport, so it can be really difficult to get to places, whether you have the money or not because you may have to take a tram or a train to get there. And it's looking at the reasons for those barriers, it's not always money and some of them are adaptable. So, for example, when we realised that our after-school clubs were clashing with mosque and that was why we didn't have the uptake, so we changed our times slightly. So some things are easy to change. But it's just having that consideration of all the reasons as to why there are barriers to accessibility.

Lord Moynihan: That's really helpful. But there is a flipside to what we've just been talking about and that is that 40% of all sports facilities in England are in schools, and yet only about a third of those are used by the community. So, you're reaching out to the community but is there a problem in your view in terms of dual use. Dual use has been again around for decades, and it should in many of our views be comprehensive. When you've got a facility at the right cost for the community and people should be able to access school facilities in after school hours or maybe the holidays. For those schools that are well resourced, do you think that the government should take more measures to make sure that we extend the dual use campaign and support underwriting the cost of the dual use campaign?

Neil Dawson: I'm just going to go on the experience of our site. We've got a swimming pool and we're very lucky as it's a ramp accessory pool, which is one of the few in the area- if not the only one- that has ramp access for people. It is used 5-6 times a week in community hours, so we use it between 9-3:30 every day, but it's used four nights a week and at weekends by external providers. But then considering it's a specialist pool for disabled swimmers it's only used once by disabled groups; it is used by mainstream or able-bodied swimmers the rest of the time. So, I don't think it's possibly that facilities aren't being used, it's are they being used by the people that they should be being used by? And I'm not so sure on what the answer is on that one, but it's more again what people this provision is being aimed at and the people that are using it.

Lord Moynihan: Matthew, you want to come in on that one, but at the same time can all of you think a little bit about the point Neil made. Clearly he really focuses on children with disabilities and making sure that they have equal opportunity as well, can you also comment in addition to what we've just been talking about, about the extent of provision for children with disabilities in the work that you do.

Matthew Rhymer: Firstly, of that 40% facilities in schools, I would be interested to know what percentage of schools let that out to tender, because I know that we had a company who would manage our facilities, so we have a sports hall, Astro and a dance studio type thing that they would be managing and I think the Astro got used quite a bit, but that's it. Their focus was, I think on the profit margin and making sure that they could make that money out of that school facility. I think that if we've got school facilities, I think it's really important that they are able to be accessed by the community without someone taking them out to tender. The decision-making process was before my time at this school over whether it went out to tender or not, and the reasons why we sent it out to tender are going to be financial and maybe because we couldn't find someone to manage it on behalf of the school. But I think that it is a huge focus that is needed because if we want to keep the costs of our facilities low, I think we just need to ensure that there are incentives for it not to go out to tender and not to be let to a company. In terms of access for pupils for disabilities that is not a focus for our facilities. I wouldn't say that there is an active focus or drive with our facilities, beyond the school hours, to get people with disabilities to use them. And I think that the main reason for that is the lack of clubs that are able to facilitate and able to support people with disabilities.

Lord Moynihan: But you have pupils with disabilities?

Matthew Rhymer: We do. To be fair it's quite low for us, but internally we have the expertise and skills from a staff PE delivery point of view. But I think because initially your point was around outside of school hours and in the community and there aren't clubs that are specialising in those areas.

Lord Moynihan: So you're frustrated about that?

Matthew Rhymer: Yes. And again, it's that goodwill thing. If you find someone who has the interest, and has the expertise, and wants to upskill themselves so the club will be able to provide that. I used to be the head coach of a very

successful volleyball team from North Devon, we managed to win national championships and we've got some athletes representing England on national team pathways and we sent a few out to America, and we had expertise and we had skills and we had drive but we still couldn't manage to get the sitting volleyball side run. We had a few people come into our club, and say they wanted to drive this, but there weren't incentives, so they left, and that expertise left which is a shame.

Lord Moynihan: Baroness Grey-Thompson is having technical issues today, but Tanni if you can hear me and you'd like to come in at this point, please go ahead.

Baroness Grey-Thompson: Thank you very much. Apologies, none of my tech is working today. I'm really interested in, and apologies because I've probably missed bits of what you were saying, but I'm interested in inclusive PE and the challenges for disabled people. It's not one homogenous group, there are a wide variety of impairments and impact of impairments, and access to play and all these different things. I'm quite interested in the barriers to disabled children participating outside school, because there could be inclusive provision, there could be exclusive just to disabled children provision and I'm just very interested to hear what you think those barriers are and why disabled children aren't taking part. Because an awful lot of them could take part in inclusive sports clubs. And I realise it's incredibly complicated in terms of how you include disabled children.

Matthew Rhymer: So, do you mean beyond the school clubs or what we deliver in schools?

Baroness Grey-Thompson: I'm interested in both. I'm partly interested in what happens in school clubs, but a more specific question would be how many disabled children you have and how easy or challenging is it to include them in PE.

Matthew Rhymer: So, we're a school of about 800 and we have two who are siblings. One was a wheelchair user, he was in year 11 and just left, and he has a younger sibling who has a lower leg impairment. I appreciate it's quite a low number, but we don't have any barriers for them. We have an LSA who is specifically with the PE department, and she is constantly reviewing her professional development in order to ensure that she can provide the support required for those pupils. So from a school PE point of view we are really happy with the practise that we are able to put into place. From a sports club outside of school perspective I think that it again it comes down to the expertise, facilities and resources that some clubs have.

Brianne Turner: When I worked at a school in Manchester there were 470 pupils and 20% of them had additional needs which meant that in our PE sessions, we were really good at inclusivity, because we had to because of the number of students with additional needs. But one thing that I really noticed is that external providers have no understanding of it at all. I had a rugby coach in and work with a year 5 class, and we had a wheelchair user, and it absolutely bamboozled this coach, and he had no idea what to do, and he hadn't asked previously for any information on the class. So I do think that there is a big gap

there. Schools are really good at working with their children, they know their children and what needs need to be met, but external providers don't seem to have that same understanding in my experience.

Laura Tiernan: For inclusivity, we've got just under 20% of students have SEND, but no one in the school with a physical disability that impairs their PE. We have children that have got autism, a wide spectrum across the board, and something that our SENCO noticed this week, during the lessons we've taken some of their adult support away but that's partly me because I want them to make their own choices in the lesson and create that learning for them rather than 'there is a different ball or there is something different. And the children might recognise that there is a difference between them and their friends, but they want to feel that they're doing the same activity, they want to feel that they're doing exactly what they should be doing in a lesson. We noticed it more in swimming, this week. We swapped the adults around, so a child that would normally have a support with them didn't have that adult, they just had the swim teacher and us around on poolside, but we weren't with them, and we gave information prior to the swimming about our children if there is anything they need to know about. So, for example we would say black hat could be EAL, and they acknowledge it, and you just see them changing. So, from a swim teacher what we saw was brilliant. I agree with Brianne that sometimes people come in and we think that they're coming in to do the session, but they don't know enough about the children. So, we have the class teacher with them if they're upskilling, or doing CPD, or doing a wow session so that class teacher can impart information. For our after-school clubs, we have a register with an information sheet on the reverse, so it's private for the coach, and it just highlights anything that they need to know and there is always an adult that first or second week that does that quick check-in with them. They ask if they're ok, are they happy with what the form said, do they need any more information about what they're doing. If they said I'm not 100% sure, can you be with me for the first one, and we've got that flexibility that I'm always on site until that last person leaves. Again, it's our schools' way to work round, making sure that we are a physical activity for all. It doesn't matter what you're doing, we will try and give you the opportunity to do it. And that's just from throwing and catching, it's not 'wahey sports' it's just the basic in moving up in confidence and self-esteem really.

Lord Moynihan: Thanks very much indeed. I do apologise again on behalf of Baroness Grey-Thompson, she's just texted me again in pure frustration that she keeps on losing signal. I apologise that she's not able to come back as she was keen to extend this part of the discussion and learn from you. And now some of the questions that you knew that you were going to be asked. A lot of what you have just told us has been very helpful. The teacher training issue is absolutely critical, but it's also reflected with the quality of expertise in your partners, or lack of expertise, and that's come across very clearly- not least when it comes to children with disabilities and the inclusive side. Before we move onto those questions, have there been any issues at all in the school about boys and girls being segregated in sports or are they not segregated? Do boys and girls play different sports?

Laura Tiernan: We don't segregate at all really. I had an observation years ago and they noticed that the boys were playing at one end and the girls at the other end, and we were doing tennis. And they said they shouldn't be doing that they should be mixed. I questioned why, because if they're confident and they're happy and they're doing why do I need to force them to work with someone else that they might not want to. But I also took it on board and thought ok if they never get to mix that could be a problem, so I spent a long time doing some team games and saying that there has to be a combination of boys and girls and then over time they started to naturally pick their own mixed teams. We did reflection for one of the year 6s on PE and they said that they do struggle sometimes playing with the girls on a team, because "I think they should do exactly like I do, but they don't always so I need to learn how to deal with that." And I was like ok, because at least he was honest. But it's just because for us especially we spoke about religion and other stuff outside of school, sometimes they do have a lack of confidence to mix. But we don't segregate at all, they all do gym and dance right the way up. The only thing that we segregate for is right at the end we have a football tournament, but we have a boy's cup and a girl's cup that is part of a big cup.

Brianne Turner: For us it's always mixed, but I did have a year group once where the girls were really shy all the way through PE lessons, so I did run a half term after school club specifically for the girls, just to give them a bit of a confidence boost and getting their skills up a bit, so that they felt confident joining in with the boys. I think sometimes the boys can be a bit intimidating, I don't know if Laura has found this, but sometimes the boys can give the girls a bit of a hard time. But once I'd run that club, and the girls had got their confidence up it was fine from then on. But as I say that was just one year group and the rest of the time they've always been mixed, and they've always been fine.

Lord Moynihan: Laura, do come back on that.

Laura Tiernan: Thank you, I just suddenly thought about clubs. With external coaches we have 16 per year group for that club, and the parents of the boys are just quick enough to get them in the club, and I didn't have enough girls to do four year groups worth of football club or cricket club. So, we just combined it and had a key stage 2 girls football club and that's been full. We as a school have not gone back into clubs at the moment, but that club that is always full. The girls cricket club is always full. So, although I suppose it is segregated it was to give them an opportunity to play across different years groups, and to get a space because we do it on a computer booking system, through Parent Pay, and those spaces went. And the one girl that got into year 5 football didn't want to be the only girl, so she asked to come to the girl's club. I think it just gives them a little more confidence that they're not being judged or watched, and they can just learn and develop, and they then come back into lessons, and you can see some eyes going 'they got good'. It is that confidence, it is that self-esteem of I can do this, and it gives them an opportunity of when they get to high school they are often split. From my high school working we did split for some activities because there is a development level, and you can see as well that when it

comes to opportunities for outside school parents pushing some boys to go for more and the girls not. But where possible we do try and offer the same to everybody. In handball and dodgeball, they are happy to be mixed and they will throw the jugs out of each other- in a good way.

Matthew Rhymer: So, in non-COVID times, in Key Stage 3 we have 300 minutes of PE a fortnight, 200 minutes of that is mixed and for 100 they split off into boys and girls and they do different sports within the boys' and girls' group. In key stage 4 we have three groups: a girl's group, a boy's group and a mixed group and this is due to numbers. And all extra-curricular clubs are mixed as well. Before we had to stop clubs, we had an additional coach come in due to the popularity of year 10 girls' football which was cool. There is some legislation within some sports where when you get to a certain age the genders can't play together. For football I believe that is in from 11 and rugby is similar. And to ensure that we have a broad and balanced curriculum in key stage 3, that's why we have that 100 minute a fortnight of a games type lesson which allows that. Back in September/October we were still doing some rugby, and because they are in class bubbles in key stage 3 in our school, the boys and girls were playing rugby together, it was just touch and no contact and there was nothing negative about that. I've been in a school where it has just been boys' and girls' classes the whole way through, and it doesn't really work for me.

Lord Moynihan: Neil, do you have a similar view?

Neil Dawson: All our classes and PE lessons are mixed, they're all in their class group. We probably have slightly more boys than girls in the school full stop anyway, but when it comes to PE it is all about their ability, and not about whether they are a boy or a girl. We play games that suit their ability and nothing else necessarily comes into it. Occasionally, girls and boys want to make their own teams and take each other on, and that's great, normally you pick teams/groups on the ability of the children so it's a fair lesson and a fair competition.

Lord Moynihan: It's heartening to hear those responses, it's also good to hear them in a year when, for the first time ever, we'll be sending an Olympic Team with more women in than men. So, we're making progress. Can I just return to Matthew, and you picked up on the COVID impact, there is an argument that we come out of COVID and at government level there should be a major push now to tackle problems that have grown out of COVID. There are more mental health challenges amongst young people- there are no doubts about that- there are more challenges because of obesity and lack of physical activity that has taken place because of the absence of schooling. There are concerns about PE effectively being squeezed because of the amount of catch-up time that is required in many schools and lost opportunities because of the lack of inter-school sport and working in the community and the benefits that sport can give young people in terms of confidence as well as health and fitness. Now, if you were changing places with Lord Snape and myself, and you had the power to change things, firstly do you think there is a massive job now to be done which we as politician should be focusing on in terms of improving PE in schools, improving the financial provision really focusing on some of the issues that I've

just mentioned. Or do you think they are not as great as I have pointed out. And if you do think they're as great, what would you do? What would you do sitting in the seat of the Minister for Sport or the Prime Minister? There is a feeling that there is a real need now for sport and recreation and an active lifestyle, and that PE in schools should be the centre of that, do you agree?

Matthew Rhymer: Yes. I mean I don't feel that this is an education driver anymore, this is a health agenda now. There should be real collaboration between health and education from a PE point of view. The stuff you were saying about the percentage of our young people who are obese, the percentage who have mental health problems or self-esteem issues. Fine I'm biased, and we're probably all sat here potentially biased towards this, but every single piece of research about physical activity in young people leads towards better physical health, better mental health and better social health, so the fact that there is not a health agenda here is ridiculous. Ultimately, I believe that I've done my job well if people leave my school and want to continue to be physically active for the rest of their life. Then I've done my job well.

Lord Moynihan: You've inspired Lord Snape to come in.

Lord Snape: Thanks Colin. You're right what you said Matthew. How do you think parents, headteachers, local authorities generally regard PE and its importance? You mentioned coming out of COVID, and in my time it was always seen as a bit of a fringe thing. When I was an MP and parents would come and see me about their child's school it was always about the academic side and never about PE. Do you think the people that I've mentioned, including the parents, regard PE with the importance that they should given the health problems that we have as a country these days?

Matthew Rhymer: No, not at all. Because we are in an education system that is driven on academic outcomes. So, if you put a child in a position, where it's come to this extra-curricular sports club or revision, they are invariably going to go down the academic route because that is how we are judging success. Unfortunately, you don't leave school and go 'this is my level of fitness, great' you go 'look at this bit of paper that tells you everything about you, because it has these numbers next to these subjects.' And PE has massively evolved from the time of the parents of the children that we're working with, and I think there are a lot of negative associations from parents and their experiences of PE, which are put onto the pupils that we have as well. So there needs to be significant education of the parent body because they need to see the benefit of having their child be physically active and physically healthy, because some of them are currently saying 'well, I never did PE and I'm earning my money and I'm living my life well' and it's showing them that now they are, now you are physically living your life well, but we're thinking of the long term impacts on their health and your health. It's huge thing and as you can tell I'm very passionate about it and I moan about it a lot, but that's what I think.

Brianne Turner: I think it's really difficult not to get passionate about it. I was sitting here almost vibrating ready to talk. I think the issue is that PE is almost certainly still seen as sport. If you look at the things that were put in at the

beginning of lockdown for children to try, they weren't for PE. I think if we do more of a focus on being physically active throughout the day, so it's not the traditional 2 one hour's sessions a week, actually they need to be active throughout the day. We need brain breaks; we need decent play times and decent playgrounds for them to play on. There is a study that North Yorkshire Sport did where children who stopped every 20 minutes to do calm physical activity in the classroom, and they achieved higher in their SATs than they had ever achieved before because they were having these little breaks to move around. It needs to be more of a holistic approach so that physical activity is embedded throughout the school days. It's great that you have children that say 'yes we've got PE today' because they love it, but actually they should be being physically active and doing some sort of PE or movement all day, every day. It needs to be embedded that way instead.

Laura Tiernan: I completely agree with Brianne and Matthew, I think we were all sat there, and you were getting those excited hands up of "me, me, me" to try and come in to talk. It's just the understanding of your SLT and I'm lucky to be part of that and I have a headteacher that is always saying 'right, what are we doing?' We realised, for example, that because our kids live so close that when the Big Pedal comes up as an initiative where they can cycle, scoot or walk to school and we celebrated, we would give fruit, or a flapjack and we would give out stickers. And the parents would ask what the stickers were for, and we would say scooting to school and then the parents wanted to be involved in that, and more children got involved as the days went on. And it's as you said, it's not always the sport, it's the active travel and the lunchtimes. We're doing our good practise curriculum review across the school at the moment, and we didn't have staffing to cover three class teachers who were going to deliver pupil voice somewhere else, but what we did have was two members of staff to take children out for a half hour break to allow that to happen, so we decided to do that. So, everybody, even if it's helping curriculum, the answer is often physical activity. The zones have activity boxes, and they are managing themselves and we do have a daily loop of 100 metres in key stage 1 and 200 metres in key stage 2, and it's funny because teachers are often nervous about it, but the students are excited and get on with it. The teachers are sometimes nervous that it's ok to have that active breaktime. And our Head is supportive, and he says he loves seeing it and that the kids love doing it. We were concerned about one girl who didn't want to run the loop, and one day we saw her skipping it at lunchtime, so now she does skip every day. Year 6s have been really good, because they've not had SATs this year, they feel they can take more opportunity to outside, so they set themselves a target across the three classes to run 5 miles in a week. They still only had 15 minutes, but they were using their maths to work out the distances and science to work out their heart rates. So, they linked it all together. We had a physical activity with the Big Pedal, where they could walk a mile with me at 9:15 and we invited the parents along, and the parents walked around and talked, and in the first day we had 20 come along and in the second day we had 39. The parents enjoyed that, and the community sometimes can't always talk to each other, so that gave our parents an opportunity to seeing it. So, it's having SLT and management who value

giving the opportunity to go outside and that it's ok, and ours is really pushing that from forest school to outdoor learning- even more so now.

Lord Moynihan: Thank you. Just as a side point before I come onto Neil, do you think Ofsted are too fixated on the 30 minutes during school, and 30 minutes afterward, they don't take account of the holistic approach that you, and clearly a very supportive head have achieved, do you think that is a fair comment.

Laura Tiernan: In some ways. I think you'll see the 30:30 if someone came in from the YST or the Active School, you do your heat map and you do your bits and bobs, but if an Ofsted inspector suddenly was in a lesson and the teacher recognised that there wasn't they wanted and they made the choice of taking the students out for 10 minutes the power of that is amazing when they come back in. One day the students were driving the teachers slightly nuts, so she took them outside with their books, and they read Romeo and Juliet whilst walking round the daily mile. They were learning, they were focused, and they were engaged and when she brought them back in the feedback, she got was powerful. So, I think the Ofsted inspector is in that, and they mark her down with 'you weren't in the classroom, and you didn't use this resource' then I think that is the wrong person watching that lesson, and I think our SLT across the board would support the choice because look at the learning and the progression and not ticking a box because they say behind the desk. I know our Head wants us out and using the facilities and he recognises from his own children the importance of getting out and playing. He cycles to school once a week and he encourages the staff to cycle once a week, and there is a raffle prize for those that do. It's those incentives and it's role models for the kids. You can do whatever approach you need to that works for your school, primary or secondary.

Lord Moynihan: Neil, do you have a similar experience?

Neil Dawson: I'll just pick up on the Ofsted point first because that is fresh in my head. I think if you've got a supportive Head and supportive SLT, which we have, then I think you're alright. I think from Ofsted, if they put more kudos on if a school is active and it's mentioned in report, and it's highlighted in the report how active the school is and the impact that has on the children, that would make schools who don't have a Headteacher or SLT who don't value PE as much, open their eyes and see that the school has a positive Ofsted because they have prioritised activities in their school and it might cause them to be more active as well. Going back to what Matthew says, I think there is a massive link with health. It's quite hard on PE teachers to say kids need to be more active, and I think we need that focus on health to come in and support PE teachers and PE in schools and have a bigger focus on it all round. I also think that is possibly where some of the funding should be directed from as well to support with it, because surely if children are becoming healthier it should have a benefit on the health service, and hopefully take the pressure of that if we do bring these generations through that are more active, healthier people. I think I've ran out of things as everything has been said, I just wanted to reinforce some of the big ones.

Lord Moynihan: You answered my questions and Lord Snape's question exceptionally well, for which many thanks. Before we leave, Matthew was most motivated by the idea of swapping places with me, so becoming a politician for the day, which you will be pleased to know there is a huge amount of sympathy for you view Matthew. There was an announcement made in the last month, which we as a Committee are going to look at closely, for an Office for Health Promotion in the Department for Health. And it was explicit that part of its mandate is to look at mental health issues in schools, to look at the issues of physical activity- we've sort of moved on really from sport taking the primary position, recreation and then physical activity, and we're beginning to reverse that in society and then integrating sport and recreation into physical activity into wellbeing. Wellbeing wasn't a word that was used in the context of sport 10 years ago, now wellbeing is right at the heart of it. So, it looks as if government is going to be reflecting what you've been saying. Could I just ask Brianne and Laura whether they want to comment on Matthew's view that it all leads back to health, that if this could be properly organised then that is where the resources would come from. If you look at government for example, culture media and sport have a very simple budget while health has a huge budget. The future is looking at how we can protect society most by making it physically active and fit and PE working with the Department for Health should be right at the centre of that debate. Do you agree with that, and if that wasn't a fair summary Matthew my apologies.

Laura Tiernan: I do agree with the health side of things. I think that the worrying part sometimes when things come down is that you're being asked to do something to tick a box and to say we did that for the week and there you go. For example, one school might say that we took part in this for a week and we're now an Active School, but if you only do it for one week, I would disagree that you're then an Active School. Going back to the Big Pedal, we still count our scooters and bicycles on random days to see if the Big Pedal was successful over the long term. It's looking at the bigger picture as Matthew said, of taking up and leaving primary school with the confidence to go to secondary school and take part. It's also about building up your own physical understanding of what you can do in terms of physical activity, recreation, sport and where it can take you and offer you, and have the confidence to go from there so that the mental health links in. Rather than just giving some organisations a pot to say, 'you implement it there, let us tick a box for six months and then we're done.' I don't think that's always going to be helpful, I think it needs to be supported to show a gradual progression. We always do the obesity information that we get from our reception to year 6 and I'm worried what that will look like after COVID. We're usually at a high percentage coming down, but I'm mindful of what it will be and how we will manage that. We've done parent workshops about foods and physical activities, and shown sugar cubes versus a can of coke, which has an impact on the parents, but it needs to be bigger, it's not just one answer. It's a whole shebang of everything coming together.

Matthew Rhymer: You almost paraphrased it. What I was suggesting isn't a standalone health agenda, but it should be health and education. Because if we just go health then we just end up ticking the boxes for health. They need to be

intertwined. And we need to be able to incentivise schools, because why would a teacher do an active lesson? Why would a teacher in a year 6 class, when they're coming up to SATs and they're not sure how it will go and that may risk their outcomes, take them outside for a half an hour walk. The end goal of a school currently is what your grades look like, what your Progress 8 looks like, that's how we're league tabling secondary schools against each other. But if we say how healthy are you...there needs to be more of a holistic assessment of schools from an Ofsted perspective as well as a Department for Education perspective. A school is successful not just because we have decent outcomes, but because we make decent people who are going to go in society and make a difference, and they are healthy and going to live long and healthy lives. And so, it isn't a health standalone, they need to come together. Educationalists need to come in and say you're successful because your pupils are also healthy.

Brianne Turner: Just to build on what Matthew just said, I think it's letting teachers know that they should be doing these physical activity breaks to achieve academically. Yes, we need to be saying that at the end of the day you've got healthy, happy children that are leaving but there will always be that need for academic achievement, so we need to show them that the two go hand and hand. So, like you said before about Ofsted coming in and seeing it and would that be alright, well Ofsted need to be telling them that's what they want to be seeing and the teachers will do it. I think we need to remember that the children we are teaching will eventually become parents themselves, and we don't want them to do the same thing that their parents are currently doing. They need to understand why you should be physically active, and why you should eat a healthy diet, so that we haven't got this same cycle of things happening repeatedly. Educating these children so that they understand so that there isn't the same issue in 25 years is vital. And it needs to come to schools from the powers that be, so that they feel they have the permission to do it.

Lord Moynihan: So, Neil the last word lies with you, because we have one minute left. Over to you for any recommendations that you want the Government to look at or any comments on what has been said?

Neil Dawson: I just think it's been a really positive conversation all round really and it does appear that a lot of us are all the same page as well. If anything, we just need to take all these ideas forward and they need to be pushed that PE is as important as English and Maths. If you're physically active, and you enjoy being physically active, you're probably going to be better at maths and English.

Lord Moynihan: I just want to, whilst I can, say a big thank you to you all. This was really, really helpful. I'll just end by saying that tomorrow there is quite a major debate, for which a lot of members have put their names down to speak, and one of the common themes that I know is going to come out of it is that there should be cabinet Minister responsible for children, and that should be across departments. And in a sense, that's what many of you have been echoing in different ways, that there needs to be this coordination and that the strands of Government need to be brought together and it's too siloed. So many thanks for what you've said and thank you for contributing to the work of the select committees. It's one of the best sessions we've had, so many thanks.

Lord Snape: Thank you very much. It was very valuable, and we really appreciate your time.

(End)