

Secondary Teacher Training Legacy Programme

Insight Report: Executive Summary



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Executive Summary

Context

The Secondary Teacher Training Programme (STT) was a £13.5m investment inspired by the ambition and strategic steer provided in Sporting Future and Towards an Active Nation to broaden engagement, increase inclusion and enhance the quality of school PE, sport, and physical activity (PESSPA) provision in England's Secondary Schools.

The Youth Sport Trust (YST) were commissioned by Sport England and the STT Consortium to administer a legacy programme that aimed to develop a sustainable legacy from STT that supports secondary PE teachers and senior leaders to deliver PESSPA provision that is genuinely inclusive and enjoyable for all students.

In total, more than 130 CPD sessions were delivered to staff from 157 schools across the ten project locations, reaching a potential 114,000 pupils. These were facilitated by "Changemakers", school or local authority staff who were employed to organise and engage PE staff and wider stakeholders from the schools in their region.

Methods

Insight was gathered from 104 individuals from 66 of the schools in the programme, regarding the suitability and quality of the support offered and the impact that this support had made to achieving the programme outcomes, using an online survey. Further insight regarding the effectiveness of the programme was gathered from the changemakers and a selection of teachers during semi-structured interviews and through the completion of an impact reporting form.

Findings

The support, as categorised into three areas (training/CPD, networking, and conferencing), has had a positive impact in all areas with at least 95% of respondents¹ stating that the support they received has had a positive impact either to 'a great' or 'some' extent in four of the five outcomes. Outcome two, related to student voice, was lowest, with 85% of respondents claiming the support in this area to have had a positive impact.

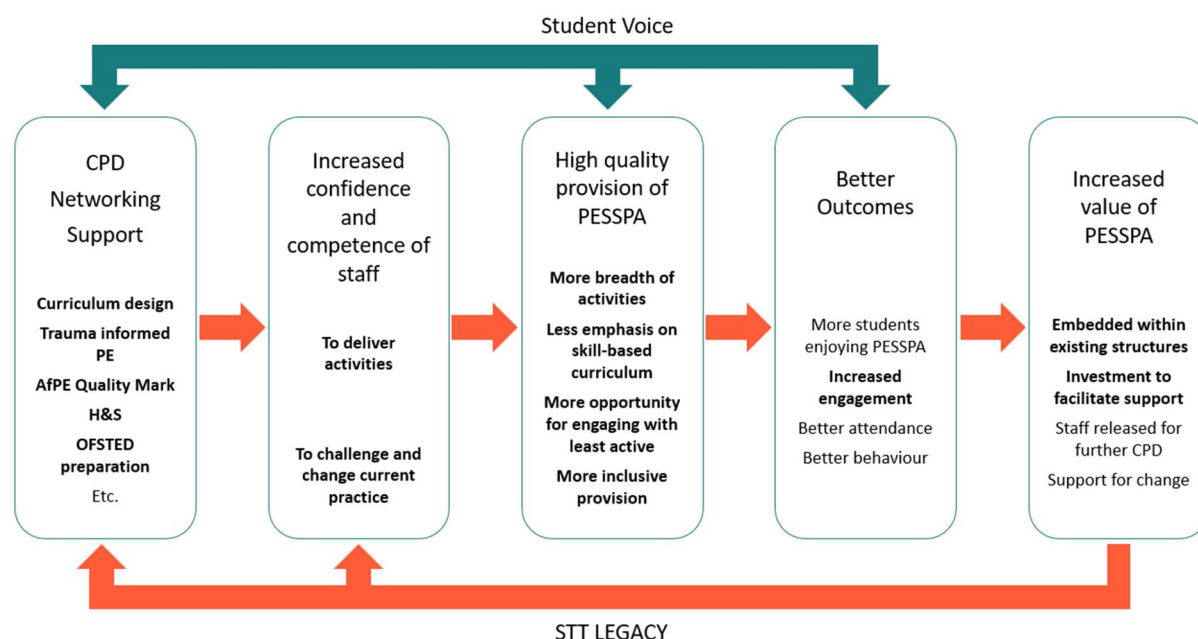
1. Increased understanding by wider stakeholders of the value that PESSPA can bring to a school **(98%)**
2. Student voice for all pupils is embedded within schools **(85%)**
3. Increased connectivity within and between schools **(95%)**
4. Increased provision of high-quality opportunities for all children to take part in PESSPA **(99%)**
5. Increased confidence, competence, and motivation of PE teachers to act as positive disruptors **(96%)**

The evidence gleaned from the evaluation of the STT Legacy programme has enabled researchers to substantiate and build on the previous evaluation for the STT National Rollout.

It has provided further evidence to corroborate some of the logic used to create the STT system and allowed the creation of the following model (Figure 5 below) which highlights the interdependencies between the key outcomes of the Legacy programme. Bold text denotes where definitive evidence

¹Data is taken from surveys of 104 individuals from 66 schools engaged with the survey from across 8 regions

has been provided from the Legacy programme, light text draws on evidence from the STT National Rollout or expected logic.



- The confidence and competence of staff to deliver new activities and to challenge and change current practice is directly influenced by the knowledge imparted during training sessions, the peer support provided during networking and the advocacy and enthusiasm of the Changemaker.
- The subsequent improvement in the quality of PESSPA provision increases engagement, particularly in those who are disengaged. From the STT National rollout, we know that this is likely due to students enjoying sessions more and experiencing increased confidence, perceived competence, and feelings of inclusion.
- The net result is for wider stakeholders to better recognise the value of PESSPA, evidenced in this programme by the embedding of STT principles within existing structures, commitment to continue support and further investment.

Recommendations

The following recommendations were identified during the discussions with teaching staff and changemakers, these included:

Protect teacher time –The most reported barrier was a lack of time, exacerbated by a recent and national decrease in teaching staff numbers and increase in sickness absence. This affected the release of staff from teaching to take part in events and additional pressure on Changemakers who worked in schools. PE Teacher time needs to be protected to allow the opportunity for the development and should be agreed by Senior Leaders in advance.

Align time scales and opportunities for planning – The alignment of the project to the academic year was welcomed, however, a planning phase is required to make the most of in year delivery, this could be as long as a whole year prior to the delivery year.

Support the understanding and implementing Youth Voice – Develop a standard method of capturing youth voice insight. This should be adaptable enough to allow modification by teachers to reflect the context of their school. Further development is required for staff to understand and interpret youth voice insight and to develop and deliver a youth voice informed offer.

Improve the access to data and resources – There are many resources available, including those from the STT Programme, a central repository and possibly a catalogue of those available would help Changemakers and teachers select and use the most appropriate for their needs.

Seek and provide continued support – There is a sense of “unfinished business” in many projects and funding and support is required to further establish and embed the learning from STT across the system.

Protect the role of Changemakers / Project Leads – These are essential to organise and motivate the required change. Ideally, they should not be a teacher on a full-time timetable or should have significant buy out to run the programme. They should have a good understanding of the demands on individual stakeholders and the local and national policy direction.

Conclusion

the Secondary Teacher Training Legacy Programme has successfully delivered positive impact across the board despite the challenges in the education sector.

It has led to an increased awareness and recognition among PE teachers that change is required. The shift away from traditional ‘skill-based’ curricula, that lends itself to the already most active, towards a concept curriculum that uses PESSPA as a vehicle to teach wider social and personal skills is growing, as is the addition of non-typical activities.

The result should eventually be a more inclusive and enjoyable curriculum that talks to the development of healthy habits and lifelong enjoyment of physical activity rather than elite performance.

The STT Legacy is strong and continues to inspire confidence that positive change is happening, the STT programme and its legacy continue to make a positive difference to staff and students in England’s Secondary Schools.