

IPE M&E Executive Report 2021

Sainsbury's

Active Kids

For All

Inclusive PE

Training Programme



activity
alliance
disability
inclusion
sport



Disability
Sport NI

DISABILITY CHWARAEON
SPORT ANABLEDD
WALES CYMRU

Scottish Disability
Sport

YOUTH
SPORT
TRUST

Introduction



This report is an overall summary of the progress and impact of the IPE training over the last 9 years of delivery.

The aim of the report is to provide evidence of the usefulness and need of the training as well as outline why and how the training should continue going forward.



Executive summary

IPE has had a significant impact across the 9 years it has been active

Sainsbury's

Active Kids

For All



1241¹ Workshops delivered



278,000^{2c,3,4} Disabled pupils reached



19,823¹ People trained

43% Primary¹
17% Secondary¹
40% Other¹

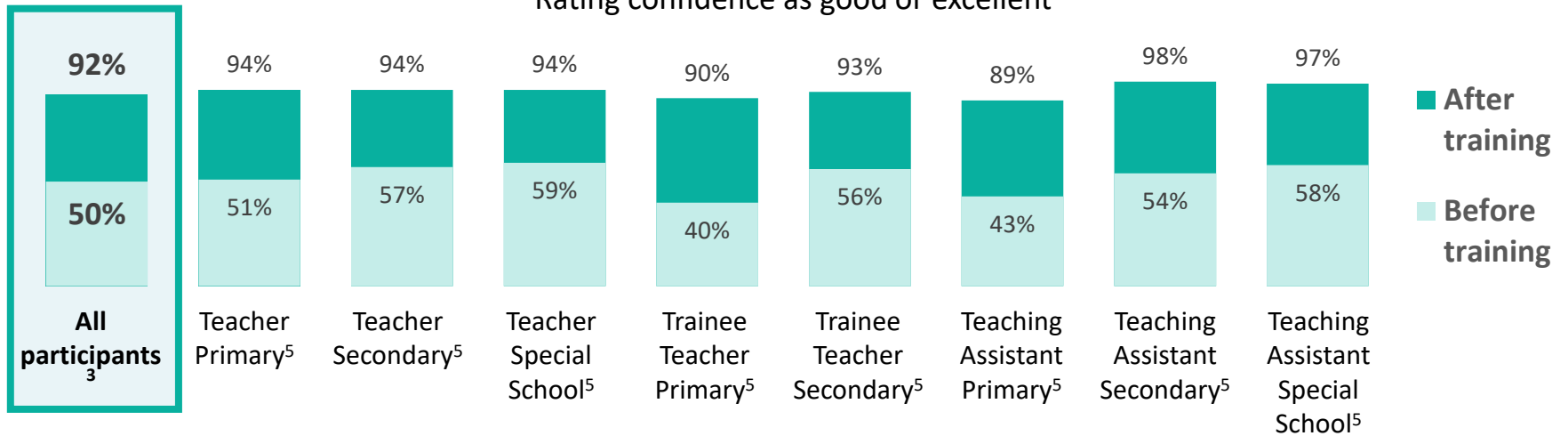


Information shared with
178,000^{2c,3,4} school staff



Increased confidence in delivering high quality inclusive PE

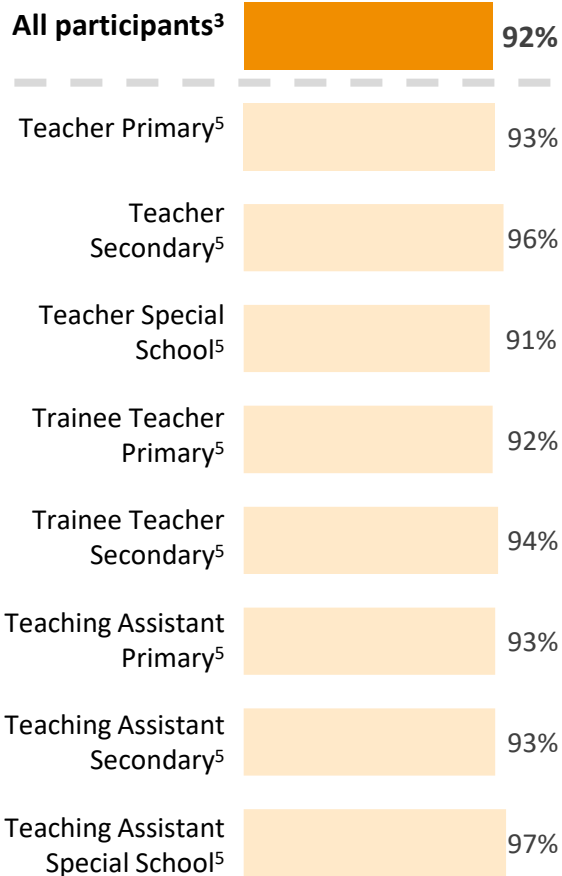
Rating confidence as good or excellent



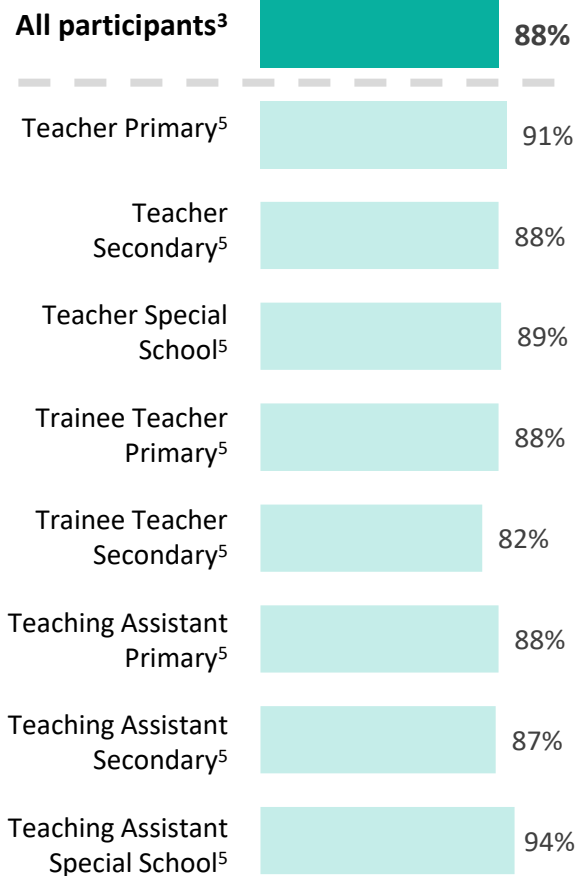
Most participants had very positive reactions to the IPE training



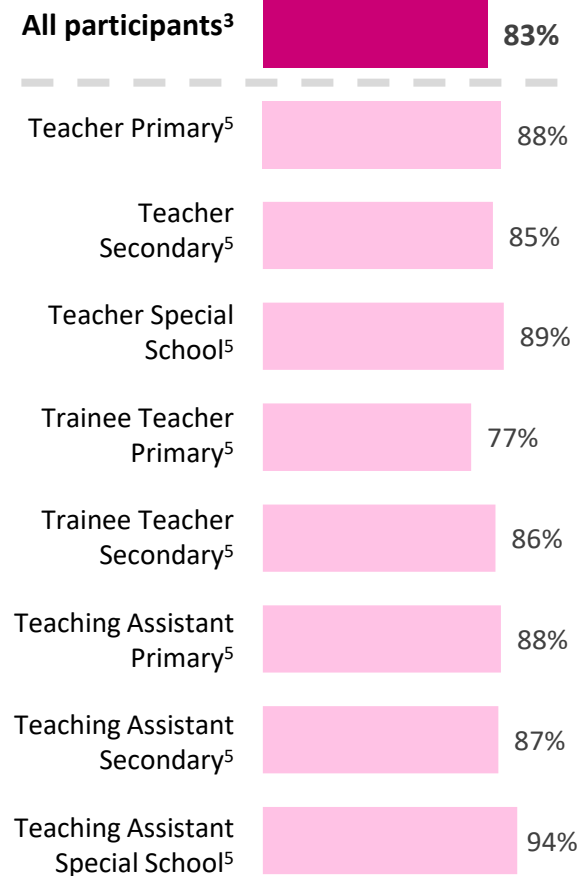
agreed **workshop**
was useful



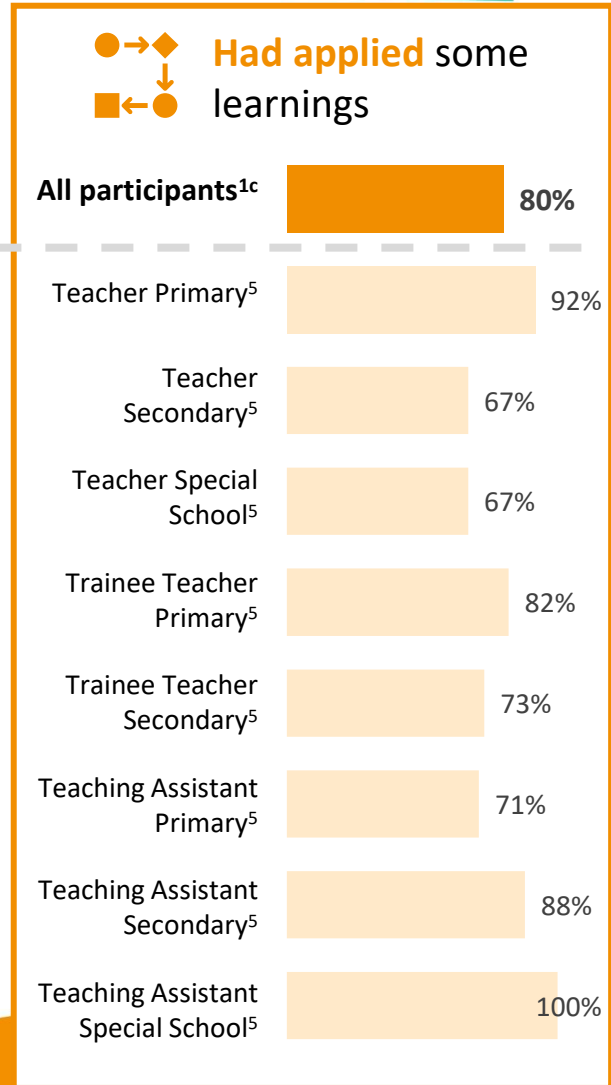
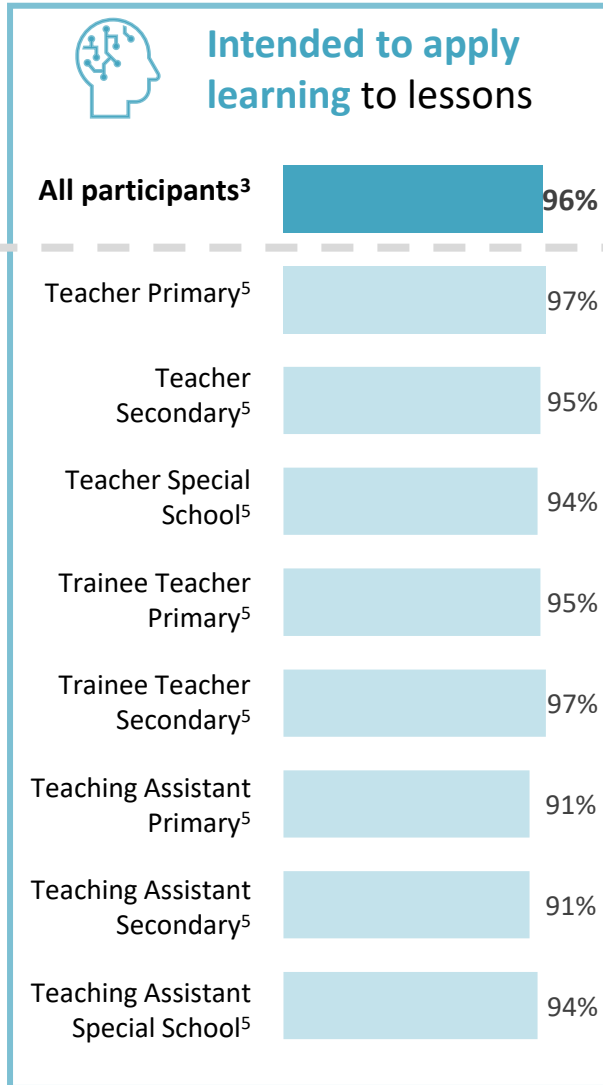
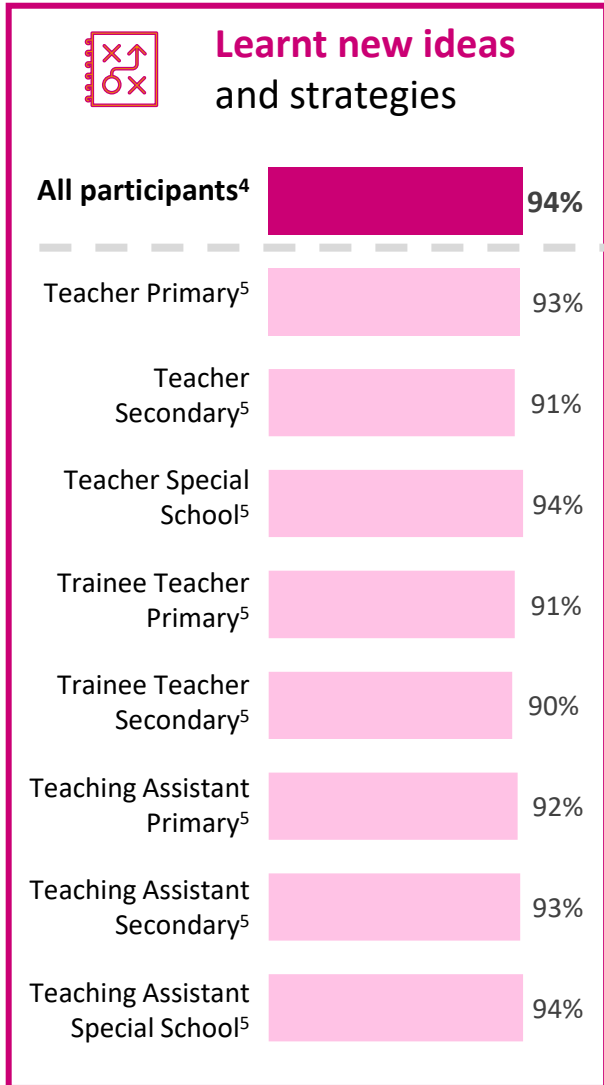
would recommend the
training to colleagues



agreed course was **worth**
time away from pupils



The majority agreed the IPE training had provided them with new ideas and strategies



Participants felt the training had a significant impact on their PE delivery



Participants said the IPE training helped to improve their skills, knowledge and confidence by:

Providing new ideas and making them more creative.

They now..

- Incorporate inclusive and fun warm-up tasks and games
- Adapt and use existing equipment in different ways
- Obtain new equipment to aid inclusion
- Create inclusive activity sessions
- Provide more meaningful competition

Encouraging them to use child-focused teaching.

They now:

- Assess ability and use differentiation
- Speak to SENCOs and other teachers to learn about specific needs
- Use activities as behavioral interventions
- Adapt activities to account for injuries
- Ensure activities are adapted so everyone can take part
- Group children by other means than ability

Aiding their progression and development.

They now:

- Have better structure to their planning
- Use different language when working in PE

Having an impact across the whole school

- School staff feel more positive about PE
- People now have more meaningful conversations about disability
- People are more willing to share their learning
- Improved disability awareness

Participants also believe IPE has had an impact on pupils experience of PE



Teachers have seen ...

More opportunities for disabled pupils to take part

- More modified / disability activities available
- More inclusive competitions and events
- More disabled children taking part in clubs and extracurricular activities

Improved ability and skills in PE

Better concentration

Improved behaviour, communication and other soft skills

Development of leadership and peer support programs for pupils

Better relationships, due to staff having a better understanding of the needs pupils

Pupils given more ownership of their learning

An increase in awareness of disability among pupils

Pupils have experienced...

Increased opportunities to take part

- Teachers adapting activities so pupils can take part more easily
- Being given more opportunities to take part in activities that already existed (e.g. extra-curricular activities)
- New activities and equipment being offered
- Changes being made to facilities to improve access

Feeling safer and more confident in PE lessons

More enjoyment in activities

Improved physical and mental health

Better disability awareness among peers

Feeling more included and accepted

Being listened to and feeling involved

Better teacher-student relationships.

Whilst IPE has made a difference, there is still more to be achieved



Whilst IPE has made an impact...



The programme exceeded all KPIs



There is continued interest in the course



There is a robust and efficient infrastructure and workforce in place

...there is still a notable need for the training



There is still a significant number of school staff to reach

Awareness of the need for adaptation has improved, but confidence to provide inclusive provision is still low

Disabled people have only relatively recently been included in mainstream education, but numbers continue to increase year on year¹, and teachers need support in how to offer quality PE provision

Research shows disabled people are still having bad experiences of PE²

Inclusion is a hot topic at the moment

"If we take our foot of the pedal now, we would be doing a disservice to disabled people." Home nation

The programme has several strengths which drives its success(1)



1 TRAINING DESIGN

- Provides interactive, engaging and practical sessions which make training more appealing and impactful¹
 - Delivered using external expertise enabling development of conceptual and practical tools to improve practice.²
 - Particularly important in HEI delivery, where external tutors bring additional importance to content
 - Offers a multi dimensional learning experience³ using a combination of practical learning, tutor lead demonstration and participant interaction.
 - Provides tried and tested solutions that can be taken away and used
 - Provides a balance of theory and practice.⁴
 - Enables teachers to access each others' 'practical wisdom'⁵, share knowledge and skills, and observe, discuss and evaluate their own and others' teaching' in various contexts⁶
 - Focuses on pupils' needs⁷
 - Use of 'pupil cases' makes content more relevant / useful
- Provides a dedicated environment where people focus on inclusion
- The online classroom has strengthened the training by enabling:
 - Greater geographic spread / reach and maximised course numbers
 - Interaction and learning amongst a greater range of participants
 - Easier incorporation of online resources
- Free to access model makes it appealing to school budgets
- Allows adaptation of content to meet country specific needs
- Consistency of outcomes across nations, enabling participants to cross borders but receive same results

2 REACH

- Applicable to range of school staff (qualified and trainee teachers as well as TSAs), maximizing understanding of inclusion
- Delivering to trainee teachers normalizes inclusion as part of PE delivery
- It provides LSAs with PE knowledge and skills to offer more tailored support and advice to teachers
- It's link with Sport England's Secondary Teacher Training (STT) Programme) strengthens outcomes in secondary schools

The programme has several strengths which drives its success (2)



3 IMPACT ON DELEGATES

- Provides basic understanding of inclusive provision as well as practical tools and ideas to enable teachers to improve PE lessons
 - STEP / inclusion spectrum offer clear conceptual frameworks to be used
- Increases confidence and competence levels
- Increases exposure to and involvement in certain disability sports (some schools adopting them into their curriculum)
- Provides opportunities to connect with other teachers to share experience and knowledge (with opportunities to continue connections post training)

4 IMPACT ON YOUNG PEOPLES EXPERIENCES OF PE

- Enables more young people, regardless of impairment, to take part in PE, leading to greater engagement with and enjoyment of PE
- Exposes children to the concept of inclusion - how to include people in things¹
- Encourages communication with children, increasing their involvement in and enjoyment of activities

5 TUTOR WORKFORCE

- Nation centric workforce, offering better control and understanding of needs
- Tutors use own experience to provide examples, bringing theory to life and offering 'supplementary' knowledge for teachers (especially useful for those with limited PE experience)
- Implement facilitation of discussions and tasks which enables participants to depict new, and critically analyse existing, practices
- Tutors themselves learn from delivering courses which increases example portfolio

6 QUALITY PROVISION

- The national delivery provides a reassuring sense of consistency but also nation specific presence – best of both worlds
- Its connection to key organisations strengthens its appeal and provides a level of credibility
- Considerable time and effort has been spent building relationships and trust in the programme
- Extensive knowledge and expertise exists within workforce

With some weaknesses that could limit the overall impact (1)



1 TRAINING DESIGN

- One off workshops' can have limited impact, with sustained interaction and follow on support needed¹ to maximise outcomes
- Initial online resources had limited awareness and uptake, with people experiencing issues with the portal
- The length of the workshop may be prohibitive to some - difficult for teachers to justify time
- However limited time can mean that discussions between participants enabling knowledge and experience sharing are not fully explored.
- Focuses mainly on physical adaptations – needs to make reference to behavioural, emotional and the social needs of the children
- Reliance on funding to make course free to access may impact value and limit ability to continue without funding
- Interface issues – eLearning and online platform
- Centralised management frustrating, time consuming and impacting quality and efficiency of delivery within nations
- Nations developed own eLearning with more user friendly platforms –more difficult to maintain consistency of content

2 REACH

- Lack of workshops in relevant geographic areas limits attendance
- Teacher level and experience can impact effectiveness of training, with trainee teachers gaining more
- Lack of resource, limited by funding, meant that full potential was not reached (demand outstripped supply)

3 EVIDENCE OF IMPACT

- There is a lack of evidence that self reported change in confidence and competence has led to actual changes in practice
- There has been disparate data collection across nations and organisations –changing methods over time / across countries / across organisations, impacting overall assessment of effectiveness
- It has been difficult to provide longitudinal data on impact due to issues maintaining contact with participants
- There have been challenges in developing robust evidence on impact on pupils
- There have been obstacles in measuring extent and quality of cascade of information

With some weaknesses that could limit the overall impact (2)



4 IMPLEMENTATION OF LEARNING

- School curriculum impacts PE lesson content which may in turn impact how easy teachers find it to implement changes (e.g. team games harder to adapt)
- Some disabilities perceived as harder to incorporate than others – requiring more help and guidance with impairment specific support

5 QUALITY OF PROVISION

- There is variability of delivery related to tutor skill and interest in course topics, with time spent on different areas varying

There are opportunities to improve the impact of the training (1)



1 TRAINING DESIGN

- Maintain / improve the online classroom to offer a blended delivery approach with varied access to content to maximise reach—making it more accessible, personalized and tailored
 - Offer in person and online workshops
 - Offer range of workshop durations
 - Vary content within workshops - full practical sessions providing more examples of adaptations; impairment specific options; 'follow on' additional insight options
 - Offer pick and mix modules
 - Expand beyond disability to the wider inclusion agenda
 - Offer flexibility timings
 - Encourage more 'host your own workshops'
- Incorporate more real-life scenarios within training such as collaborative lesson plans based on participant experiences
- Increase practical element / exposure
- Provide opportunities to observe experts in action and work with pupils, either sessions teaching real pupils or video examples
- Reference and offer adaptations that respond to behavioral, emotional and the social needs of the children
- Embed in HEI courses to make compulsory, to widen remit and support sustainability

2 DELIVERY QUALITY

- Improve consistency by providing clearer guidance during tutor training on content and timing of sections
 - Develop and articulate a clear 'theory of change' - how workshop activities should bring about change in participants' practices and pupil learning
 - Offer examples of how to deliver each section e.g. how to challenge participants to critically reflect on their current delivery so they can learn effectively from it.

There are opportunities to improve the impact of the training(2)



3 INCREASING REACH / IMPACT

- Embed IPE principles with curriculum content
- Align with teaching standards to make training more appealing
- Provide adaptation examples that help overcome resources limitations in e.g. how to maximise use of space in halls / outside
- Provide examples of how to apply inclusion principles in other lessons – providing evidence of impact outside of PE
- Work more closely with special schools to help support CPD of key staff
- Adapt content for sports leaders – reaching young people beyond ITT

4 MAINTAINING AWARENESS WITH ONGOING SUPPORT

- Provide continued regular follow up with hints and tips and latest news for participants and key information they can share with colleagues
- Use past course attendees as IPE alumni to promote the benefit of the training to colleagues
- Develop 'training guide' to encourage past participant to provide informal training using their knowledge and skills to upskill others

5 PROMOTION

- Allocate funding solely for promotion – to reach new audiences and emphasise need for continued IPE in schools where time and resources it limited
- Promote ongoing resources more widely in terms of what is available and how to access with follow up emails and reminders
- Use past participants as advocates of the training to encourage uptake
- Used COVID as a marketing tool – emphasising how IPE can help overcome challenges faced during COVID above and beyond PE

But also threats to its success and credibility (1)



1 RELEVANCE AND APPEAL

- Suitability and relevance of content for secondary schools¹
- Ensuring content stays innovative and relevant over time as well as keeping content style contemporary
- People not working with disabled pupils / having an interest in inclusion may not see course and relevant to them
- Difficulties in implementing principles in practice - disconnect between training and 'realities' targets / curriculum pressure in mainstream schools
 - Steered by processes and systems focused on accountability and target setting which teachers may struggle to link to IPE principles
- Teachers not seeing how training connects to curriculum
- Difficulties in implementing principles in competitive team games
- Budget cuts limiting resources and time for training - impacting appeal of training against other more pressing areas of focus
- Persuading teachers training is worth spending time away from pupils
- Overcoming concerns related to health and safety issues linked to space available for PE
- OFSTED driving school priorities away from PE (focus on maths, English and science)

2 DELIVERY QUALITY

- Ensuring consistent output and effective presentation of examples, ideas and innovation across tutor workforce
- Ability of tutors to tailor content to suit the diverse needs of workshop participants
- Time needed from tutors to remain 'up to speed', requires adequate compensation
- Dissatisfaction with online portal functionality impacting quality perceptions
- If embedded in HEI, less control over content / quality of tutors
- Losing key staff in school who see value in training and drive uptake

But also threats to its success and credibility (2)



3 ABILITY TO CASCADE

- School cultures preventing cascade of info (limited collaborative learning)
- When included in HEI training not compulsory, so not reaching everyone

4 SCHOOL RESOURCE / COMPETING DEMANDS

- Limited resources in schools – examples of how to maximise the use (space / halls / outside space)
- Finding relevant time / location to maximize appeal of face to face workshops
- Health and safety issues linked to space available

5 PUPIL ENGAGEMENT WITH PE

- Difficult to provide a good experience for children who are less engaged with PE

6 POST COVID SCHOOL ENVIRONMENT

- Ongoing impact on schools shifting priorities away from inclusion
 - Reduced time, resources and budget
 - Focus on missed learning
- Impact on pandemic on pupil behavior and learning styles

For maximum reach, exposure and impact, IPE needs to adopt a hybrid delivery approach moving forward



A hybrid approach offers a range of ways to interact with the training enabling participants to tailor the course to their needs

E-learning

Offers a more time efficient introduction to inclusion.

It allows people to 'get a taste' of the course content and understand its relevance and use.

Online classroom

Enabling participation from a wider geographical spread.

- Reaching more people
 - Enabling maximized attendance.
 - Allowing a more diverse participant pool, improving learning opportunities / cross school sharing of good practice.
 - Helpful with increase in Academy Trusts which are spread geographically.
 - Less time away from school
- Potential to run more courses

Face to face workshop

Continues the practical learning that makes IPE most effective, maintaining its integrity.

It ensures participants put their learning into practice as well as giving them ideas of adaptations.

Provides a safe place to try new ideas.

Supporting information

Participants should have access to a range of information pre and post course

This should be available in a variety of formats which emphasize the key messages but also provides examples of how to apply learning

It should support participants to continue learning, whilst refreshing ideas about inclusive provision

The content could benefit from a refresh, with some redefined messaging and clear connections to curriculum and teaching standards

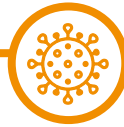


Whilst a lot of time and effort has been spent on the content, and most agree it is very suitable for the purpose, it would benefit from some improvements



Design refresh

Update videos giving more practical examples, making them more up to date and relevant
Review all resources and determine suitability and design quality



Reference COVID

Ensure content references COVID and how principles can help support COVID delivery



Connect to curriculum / teaching standards

Make clear links to curriculum, providing stronger argument for attendance and clear understanding of value for money



Link to professional development

Offer more than certification, links to official CPD progression offering added value for taking part in the in course



Promote benefits beyond sport and PE

Emphasize the wider appeal of IPE - more than just sport also getting people active. Provide examples of applying principles in other areas



Demonstrate true inclusion, not just disabled people

Make resources and content relevant to all areas of inclusion including race, gender, sexuality