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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
2 MARCH 2016**

**SUBJECT: PHYSICAL EDUCATION AND PHYSICAL ACTIVITY IN MORAY
SCHOOLS**

BY: CORPORATE DIRECTOR (EDUCATION AND SOCIAL CARE)

1. REASON FOR REPORT

- 1.1 The purpose of this report is to advise the Committee on the work done by the Moray Physical Education Lead Officer.
- 1.2 This report is submitted to Committee in terms of Section III C (1) of the Council's Scheme of Administration to exercise all the functions of the Council as Education Authority.

2. RECOMMENDATION

2.1 It is recommended that the Committee:

- (i) **scrutinises and notes the report on work undertaken by the Physical Education Lead Officer (PELO); and**
- (ii) **agrees in principle the recommendation of all pupils taking part in daily activity subject to the consultation mentioned at 3.20.**

3. BACKGROUND

- 3.1 The National Healthy Living Survey of February 2012, outlined the progress which Moray schools were making towards meeting the Scottish Government's target of two hours of PE for every child every week.
- 3.2 In March 2013 a principal teacher of Physical Education was seconded to the post of PELO. He took up this post in mid August at the start of the 2013/14 session. The funding for this post came from Central Government through Education Scotland and has been extended until March this year. The funding has been used to further extend this post until June of this year. Initially, the remit was to support all schools to reach the target and to further support schools in delivering a "quality PE experience for all pupils". The officer was also appointed to promote pathways from PE to community sport and physical activity.

- 3.3 A programme of visits to every school in the Authority was carried out to ascertain the current picture regarding the amount and quality of PE taught. This programme was completed by April 2014. Each visit consisted of a discussion about the provision and quality of PE with the head teacher of the school (primary) or principal teacher of PE (secondary).
- 3.4 Responses to these discussions were varied and it became evident that there had been much misinterpretation of what constitutes 2 hours of quality PE within the *Curriculum for Excellence* across many schools in Moray. A number of schools (wrongly) assumed that local, non General Teaching Council Scotland (GTCS) registered individuals or groups were able to provide PE experiences for the children. Active Schools involvement with pupils was also being considered as PE. This misunderstanding of the differences between PE and Physical Activity was common and widespread. Many head teachers commented on the difficulties of timetabling two hours of PE in a very crowded curriculum. Poor indoor and outdoor facilities were also cited as reasons for not meeting the target in some schools. Staff confidence and knowledge were also major contributors. On request from the Moray PELO, Education Scotland drafted a guidance paper clarifying this matter.
- 3.5 Visiting specialists of PE are highly valued by primary head teachers and there is a growing recognition that planning in PE should be more closely integrated into the whole school curriculum plan.
- 3.6 The PELO has undertaken over 80 visits to schools and professional discussions with head teachers, senior school managers and principal teachers of PE have been held. 45 Continuous Professional Development (CPD) interventions have been undertaken with whole school staff groups, including in service days and evening sessions. School visits and class contact with staff and pupils is ongoing.
- 3.7 PE Groups in six of the eight Associated School Groups (ASGs) in Moray have been set up. These are forums for sharing good practice and for developing quality PE. One of the main focuses for these groups is Career Long Professional Learning (CLPL) in transition and across sectors. Three PE groups (Milne's, Lossiemouth and Buckie) have already finalised plans for transitions in PE across the 3-18 curriculum. Each ASG group received a one-off grant of £2000 to develop PE transition projects from primary to secondary schools. This was funded from existing Education budgets.
- 3.8 The PELO has attended 20 days of national training and contributed to development work undertaken therein including national guidelines on curriculum design, assessment and moderation.
- 3.9 In consultation with central officers, specialist teachers and classroom colleagues, the PELO developed the *Moray Council PE Curriculum Framework and Progressions 3-18*. This document maps out the planning of quality PE lessons from early years through to third year secondary school pupils within the broad general education phase.

- 3.10 Two full-day in-service events for secondary, primary and specialist PE staff proved very successful as did the Moray PE conference held at Elgin Academy last year. This event included contributors from all over Scotland.
- 3.11 Moray is the only local authority in Scotland to be piloting an *Autism and Severe and Complex Needs in PE* programme. This is a way of eliminating discrimination on the grounds of disability and also a way of promoting equality of opportunity. Initial evaluations are very positive. Training has also been delivered in Outdoor Learning.
- 3.12 The PELO has delivered a Leadership programme for upper stage primary school pupils in a number of schools and continues to promote the national “*Better Movers and Thinkers*” initiative across all sectors.
- 3.13 The PELO has worked closely with the Active Schools Manager and the Sports Development Officer to develop a common understanding of the differing natures of PE, physical activity and sport. There has also been some joint working on a number of interrelated projects.
- 3.14 The result of the work and interventions undertaken as part of this secondment has resulted in fewer Moray schools who are yet to fully meet the Government’s targets of two hours of quality Physical Education. Those who are yet to meet the Scottish Government targets are now better placed and moving towards achieving compliance by the start of next session. Many more schools are actively developing aspects of Health and Wellbeing (a responsibility of all) across their curricula and more learners are engaged in developing their capacities through active learning. The PELO has been able to support schools in developing a range of programmes within Health and Wellbeing.
- 3.15 In schools where provision of quality PE is exemplary, common themes exist:
- A common understanding of the impact which PE has on learning, the benefits to pupils and staff in having a quality PE experience and shared vision of where this fits into the whole curriculum.
 - Willingness from senior management to embrace the wider scope of Health and Wellbeing and to implement this across the curriculum.
 - The capacity and willingness of staff to review their practice and undertake CPD within and without the 35 hour agreement.
 - Creative use of available facilities and resources and a willingness to take learning outside as well as indoors.
 - Good or excellent partnerships are apparent with providers of physical activity and sport with a clear understanding of their differences and similarities.

- 3.16 Despite improvements in meeting the targets of all pupils receiving two hours of quality PE, Scottish Government still recognises the need for all young people to increase their daily amount of physical activity. National and local figures for school aged children show an alarming incidence of risk due to overweight, obesity or severe obesity.
- 3.17 It is recognised that allocating two hours per week to PE alone will not have sufficient impact on reducing obesity and that more regular activity, along with other measures, will be needed to reduce the risk to our children.
- 3.18 It is therefore proposed that every child in Moray schools is encouraged to undertake 15 to 20 minutes of rigorous physical activity each day as part of their school day. Initiatives such as “The Daily Mile” have been recognised to have a very positive impact on both the physical and academic development of children. Other benefits to social health and relationships have also been identified. This will also contribute to Scottish Government and NHS guidelines of one hour of physical activity for every child every day. This activity can take any form; jogging, speed walking, skipping, running have all been successfully adopted by class teachers. The PELO will develop a support pack for schools which will provide a range of activities and ideas with possible follow up projects and learning experiences.
- 3.19 This proposal will have no financial implications, no resourcing or development implications. There are no training requirements for staff and requires little or no paperwork or documentation. Where successful, only the severest weather impacts on participation. Usually, children only have to put on their coats and get outside to participate.
- 3.20 There is now a need to consult with head teachers and their staff to identify the opportunities and barriers to providing this opportunity to all early years and primary school aged children in Moray.

4. SUMMARY OF IMPLICATIONS

(a) Moray 2023: A Plan for the Future/Service Plan

The contents of this report relate to Moray 2023 Priority 1 – Healthier Citizens and Priority 2 – Ambitious and confident children and young people.

(b) Policy and Legal

There are no policy or legal issues arising from this report.

(c) Financial implications

There are no financial implications arising from this report.

(d) Risk implications

On cessation of this post, there will be no officer to continue to drive this initiative. Progress to date may be lost and further development work will not continue unless ownership is taken by schools.

(e) Staffing implications

There are no anticipated staffing implications arising from this report.

(f) Property

There are no property issues arising directly from this report.

(g) Equalities

There are no equality issues arising from this report.

(h) Consultations

The Corporate Director (Education and Social Care); Senior Officers in Education and Social Care; Deborah Brands, Principal Accountant; the Legal Services Manager (Litigation and Licensing); Katrina McGillivray, Senior Human Resources Adviser; the Equal Opportunities Officer; and Caroline Howie, Committee Services Officer have been consulted on this report and agree with the sections of the report relating to their areas of responsibility.

5. CONCLUSION

- 5.1 The Committee is invited to endorse the proposal to encourage all school children to participate in 15-20 minutes rigorous physical activity each day.**

Author of Report: Derek Shepherd, PELO, Moray

Background Papers: