

Sainsbury's

Active Kids

For All

Inclusive PE
Training Programme



Final Report

December 2016





Commissioned by:
The Youth Sport Trust
www.youthsporttrust.org

Prepared by:
Dr Kyriaki Makopoulou
Dr Ross D. Neville
The University of Birmingham



Contents

Executive Summary	4	Summary case studies	26
Introduction	5	Recommendations	38
What was evaluated	6	References	39
How was it evaluated	6	Appendices	40
Key findings			
1. Impact on confidence, competence and SE	10		
2. Impact on knowledge, practice, curriculum and pupils	16		
3. Cascading knowledge	18		
4. Perceptions on workshop	19		
5. Evidence from workshop observations	22		

Executive Summary

Introduction

- 1.1 This is the final report of the three-year evaluation of the Sainsbury's Inclusive Physical Education (IPE) Programme, which was undertaken by the University of Birmingham between June 2013 and November 2016.
- 1.2 The aims of the CPD programme were to increase the competence and confidence of primary, secondary, and trainee teachers (as well as other adults involved in the education of children) to deliver high quality inclusive PE.
- 1.3 Between October 2013 and August 2016, a wide range of and innovative research activities were undertaken in order to: 1. Provide evidence of the impact of the Programme on participants' confidence, competence, self-efficacy, knowledge and practice (objective 1); 2. Investigate the quality of implementation of Programme activities (i.e., workshop); and 3. Examine the impact of the Programme on participants' practices and pupils' experiences.

Methods

- 2.1 Between October 2013 and August 2016, a wide range of innovative research activities were undertaken, including observations of 36 workshops, participant questionnaires measuring their confidence and competence over time as well as their perceptions of workshop implementation (n=2285), interviews with CPD tutors (n=20), school-based case studies (n=9), and ITE-based case studies (n=6).

Results

- 3.1 After attending the IPE Programme, participants' confidence, competence, and self-efficacy to deliver a high quality inclusive PE experience increased, and this increase was sustained over time.
- 3.2 Trainee teachers had the largest net increase in perceived confidence, competence and SE over time.
- 3.3 Over 80% of respondents agreed that, as a result of workshop participation: (i) their knowledge of IPE strategies had been enhanced; (ii) they had applied some of these strategies into their PE lessons; and (iii) their pupils had benefited from these changes. Evidence from case study schools

- suggests that participants introduced small albeit effective changes to their practices.
- 3.4 Some participants reported cascading knowledge to colleagues after the workshop, for an average cascade figure per participant of 5.
- 3.5 98% of participants were positive about the quality of the workshop and about their post-workout intentions. Participants found the practical component the most valuable aspect of the workshop but would like: (i) more opportunities to observe experts in action and work with pupils; and (ii) being offered resources to support implementation and cascading.
- 3.6 Evidence from observations suggests that tutors' practices reflected elements of effective CPD. However, variation in the quality of workshop implementation was observed. The evidence indicates that not all tutors facilitated professional learning effectively and consistently.

Recommendations

- 4.1 More school staff needs to be encouraged to participate and engage in the IPE programme; and further investment in ITE-CPD is a necessity in order to reach and educate the future generation of teachers.
- 4.2 The importance of cascading new knowledge to colleagues should be reaffirmed by tutors; but more robust systems for evaluating cascade activities are needed.
- 4.3 A revision of the support resources available to participants is necessary to support the implementation and cascade processes in schools.
- 4.4 Opportunities for participants to observe effective inclusive teaching in-action through cost-effective means (video evidence) need to be incorporated.
- 4.5 Future tutor development days should reinforce the importance of high quality practical experiences; and tutors need further support in developing their understanding on best practice facilitation approaches and tailoring provision. They also need opportunities to share existing good practice.
- 4.6 A blended learning approach, combining a shorter workshop with pre workshop online resources, is recommended.

There are a number of reasons why disabled children have lower participation rates in sport and are not accessing high quality PE provision. It is the view of the Youth Sport Trust that the key reason for this is the lack of inclusive PE training available to teachers”

Introduction

Why we needed Sainsbury’s Active Kids for All Inclusive PE Training

There is widespread recognition that a key challenge for schools and teachers today is the provision of a tailored and inclusive educational experience for an increasingly diverse student population. In spite of a number of progressive changes in legislation, achieving inclusion and reducing underachievement is still believed to be one of the biggest problems faced by schools across Europe (EAESNE, 2012).

In England, concerns remain that many children with special educational needs and disabilities (SEND) attending mainstream schools are still not accessing or being fully included (Hodkinson, 2012; Thomas, 2013). Furthermore, according to a pre-Inclusive PE programme study published in 2009, it was found that 84% of recently qualified PE teachers, and 43% of trainee PE teachers felt that their initial teacher training had not sufficiently prepared them to work with children with disabilities. In this context, improving teaching quality through the development of high quality CPD programmes is a priority.

What were the aims of Sainsbury’s Active Kids for All Inclusive PE Training?

In 2013 Sainsbury’s Active Kids for All Inclusive PE (herein, ‘IPE’ or simply ‘the Programme’) was launched to improve the quality of Physical Education (PE) provision. The programme focused on the development and delivery of a UK wide professional development programme with the aim to increase the competence and confidence of primary, secondary, and trainee teachers (as well as

other adults involved in the education of children) to deliver high quality inclusive PE. Funded by Sainsbury’s, IPE was managed and delivered through a partnership of the four Home Country Disability Sport Organisations (Disability Sport Northern Ireland, Disability Sport Wales, English Federation of Disability Sport and Scottish Disability Sport), supported by the British Paralympic Association and delivered by the Youth Sport Trust (YST) in England.

Grounded in the social model of disability, the programme drew upon the Inclusion Spectrum and STEP tool (Stevenson, 2009) to support participants to develop theoretical and practical understanding of effective inclusive pedagogies. The programme was delivered in the form of a one-off, day-long workshop. The content and structure of the workshop was designed (and reviewed) centrally, by experts on inclusion, but the delivery was the responsibility of tutors who attended tutor development days.

From inception of the programme through to August 2016, IPE workshops have been delivered to over 5,500 participants involved in PE delivery in schools in England. The present document reports key findings and makes recommendations to inform future programme activities in England.

Sainsbury’s Inclusive PE Training Programme aimed to:

- **Improve participants’ confidence and competence in their own skills to provide a high quality, inclusive PE experience for all young people;**
- **Enable the next generation of young disabled people to lead a full and active lifestyle through a positive and inclusive experience of PE and school sport.**

“Inclusion is about the child’s right to participate and the school’s duty to accept – and adapt – by making learning more meaningful and relevant for all, particularly those learners most vulnerable to exclusionary pressures.” 5

What was evaluated?

In 2013, the Youth Sport Trust commissioned the University of Birmingham (Principal Investigator: Dr Kyriaki Makopoulou) to independently evaluate the impact of the IPE Programme. Between October 2013 and August 2016, a wide range of and innovative research activities were undertaken in order to address the following objectives:

- 1. Provide evidence of the impact of the Programme on participants' confidence, competence, self-efficacy, knowledge and practice (objective 1);**
- 2. Investigate the quality of implementation of Programme activities (i.e., workshop);**
- 3. Examine the impact of the Programme on participants' practices and pupils' experiences.**

How was it evaluated?

Objective 1

Design and rationale. The most reliable way to establish whether improvements in participants was the result of attending the programme was to track the same individuals over time (prospective panel design). Therefore, to measure impact, evidence was collected (via a questionnaire) at three points in time: Time 1 (T1) - at the start of the workshop to obtain baseline information (available in Appendix A); Time 2 (T2) – at the end of the workshop to examine what immediate changes occurred as a result of training (available in Appendix B); and Time 3 (T3) – 3-5 months following workshop attendance to answer questions about the sustainability of the impact of the programme (<http://www.ipe-evaluation.bham.ac.uk/>).

Sampling. Workshop tutors distributed T1 and T2 to all participants whilst T3 was distributed online. Demographics on the participants completing the questionnaires are presented on page 7. More than 40% of the total population completed T1 and T2 which enabled the evaluation team to draw strong conclusions about the immediate impact of the programme.

Measures. Each time (T1, T2 and T3), participants were asked to rate their perceived confidence and competence on two separate 0-10 Likert scales (0 = *not at all confident / competent* and 10 = *completely confident / competent*); as well as their perceptions of self-efficacy (0-7 scale). Research has shown that increased self-efficacy (defined as one's perceived capability in different aspects of teaching) is a key determinant of effective teaching. Teachers with high self-efficacy also demonstrate positive attitudes towards teaching PE, make effective use of problem-

solving (and other teaching) skills, and demonstrate resilience (Martin et al., 2008; Taylor and Ntoumanis, 2007). Efficacy scales were developed by drawing upon and modifying existing validated instruments (e.g., Block et al., 2013; Humphries et al., 2012). The content of the CPD intervention was also carefully examined to ensure that efficacy scales were aligned with the content and aims of the programme. In total, eight efficacy items were included which were related to participants' efficacy in differentiating ("How confident are you in your ability to change a task if it is too easy so that a highly skilled student is challenged?"), assessment and supporting independent learning.

Self-reported impact. At T3, information was also collected on the extent to which: (i) participants had opportunities to cascade knowledge to their school colleagues; and (ii) workshop attendance had an impact on their knowledge, practice, curriculum and pupils. Again, a 7-point Likert scale ranging from 1 – not at all in *agreement* to 7 – *completely in agreement* was employed.

Baseline (factors). At T1, baseline measures of individual (i.e., demographics) and contextual (e.g., current level of support for and status of inclusive practice within their school, opportunities to collaborate and cascade) variables were included (7-point Likert scale as above). Contextual variables were 'malleable' factors (OECD, 2009) that could highlight variation between participants and offer explanations on impact data.

Objective 2

Rationale. Previous research has shown that relying on participants' experiences about available opportunities to learn is the most reliable way to answer questions about theories and assumptions that underpin a programme (Invgarson et al., 2003). However, it was equally important to examine the tutors' perspectives and rationale for their actions. In order to offer robust data on the quality of workshop implementation, the following data collection tools were employed: (i) systematic workshop observations; (ii) an 'opportunities to learn' evaluation questionnaire (distributed to participants at the end of the workshop); (iii) interviews with tutors; and (iv) an annual tutor questionnaire. Information on the design and sampling methods employed is also provided.

Workshop observations. Workshop observations were employed in order to offer insights about variation in delivery across different contexts, and across the tutor workforce, as well as to better understand how specific features of this delivery

were contributing to Programme impact.¹ The evaluation team engaged in extensive note-taking but also examined tutor behaviour by recording the time tutors spent on task across a number of crucial pedagogical approaches (i.e. use of theoretical vs. practical components, active vs. passive learning, facilitation strategies, and the duration of each workshop). These observations were undertaken systematically and robustly at a level of minute-to-minute intervals. The observation tool, including detailed explanations of codes, can be found in Appendices C and D.

Design and sampling. A case study design (Stake 2005) was adopted with the case identified at the level of individual workshops. To capture the anticipated variation in programme implementation, and given the ad hoc nature of course advertising and delivery, a cluster sampling procedure (cluster = geographical area) was considered the most appropriate (and applicable) method. Where possible, this was followed by systematic sampling within clusters; i.e. collect evidence from the first two workshops delivered in each of the nine geographical areas in England each year. However, this was not always possible in practice as it was dependent on tutor response and availability. Between October 2013 and July 2016, a total of 36 workshops across eight² geographical areas were observed.

'Opportunities to learn' questionnaire. Drawing upon the Quality of Professional Learning Index (Ingvarson et al., 2003), statements were developed with the aim to the workshop experience was evaluated in relation to two principal components – perceptions about quality of implementation and post-workshop intentions.

- To examine perceptions about quality, participants were asked about the extent to which (7-Likert scale as above) they had opportunities to participate in activities that the literature identifies as 'critical to increasing teacher knowledge and skills' (Desimore, 2009). These included opportunities to 'question existing perceptions about inclusion' and to 'share knowledge, experiences and ideas with

other participants and the tutor'. Statements also examined the extent to which CPD content was relevant / tailored to their needs and innovative.

- Evidence about teachers' intentions to cascade knowledge to school colleagues and to recommend the workshop to colleagues was also collected. This data was supplemented with three open-ended questions about participants' learning during the workshop, their perceptions about what worked well in terms of delivery, and what, if any, suggestions they had to improve the Programme.

As per objective 1, all workshop participants were asked to complete these statements.

Tutor questionnaire. All tutors were invited to complete an anonymous online questionnaire at the end of the first (April 2014), second (May 2015), and third (July 2016) year of the evaluation. All questionnaires consisted of some common questions, including two open-ended questions seeking to examine tutors' perceptions on the features of effective CPD and explore their views on course material and what needs to be improved to develop the programme further. Tutors were also encouraged to engage in self-evaluation. All tutors involved in the programme were invited to complete the questionnaire. N=10, N=18 and N=20 provided full responses correspondingly.

Tutor interviews. Most tutors observed participated in face-to-face, individual interviews that were in most cases informal in nature taking place during breaks or at the end of the courses observed. The aims of these interviews were to explore tutors' views / assumptions on the features of effective CPD provision, discuss tutors' reasoning about practices / strategies they employed during the course of the day, understand some of the challenges encountered, and to determine how they could be best supported to deliver a high quality CPD experience.

Objective 3

In addition to these quantitative approaches, the evaluation team also conducted a series of follow-up case studies with programme participants. Where feasible, a range of data collection tools were employed, including semi-structured interviews with workshop participants, their school colleagues, head teachers and pupils, as well as observations of PE lessons.

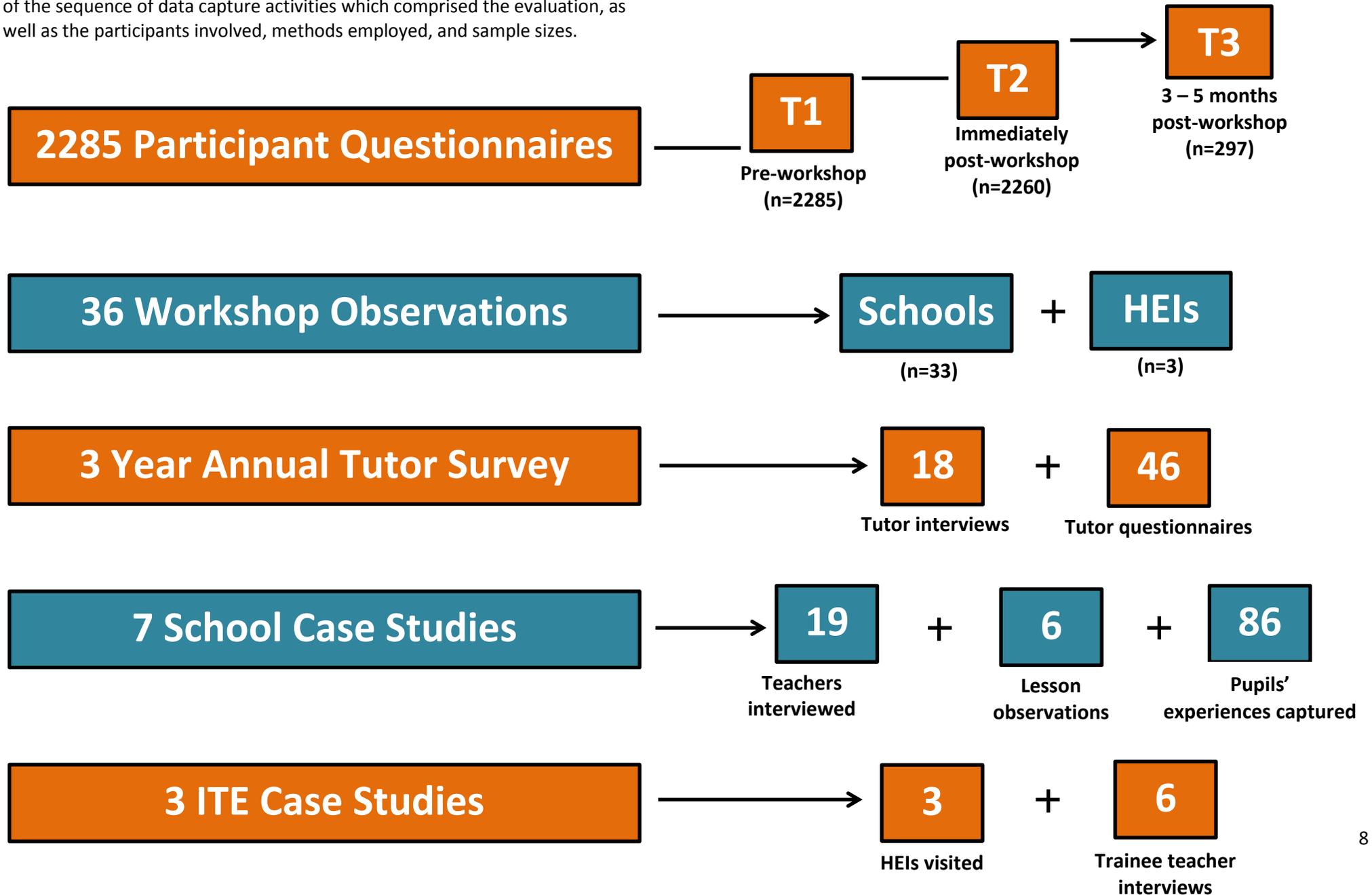
The evaluation team worked closely with programme designers and provided on-going evidence based recommendations to inform the development of the programme.

¹ The development of a systematic observation tool (developed by PI Makopoulou) is itself a major outcome of this research evaluation. It was designed to be responsive to detailed components of Programme delivery, which need to be captured in 'real time'. It is for this reason that we believe the systematic observation tool is adaptable, scalable and therefore has value within YST quality assurance systems beyond the life of the IPE Programme.

² Courses from eight rather than nine geographic areas were observed as, during the timeframe of the research, only a limited number of courses were delivered in one area and observations were not possible due to lack of tutor response

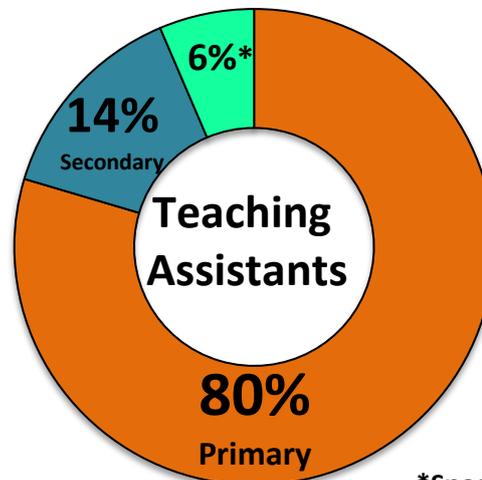
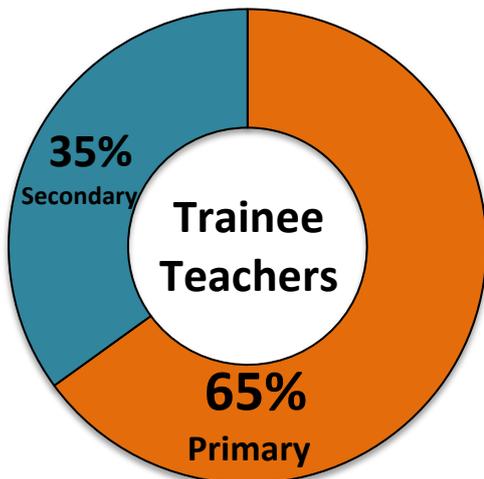
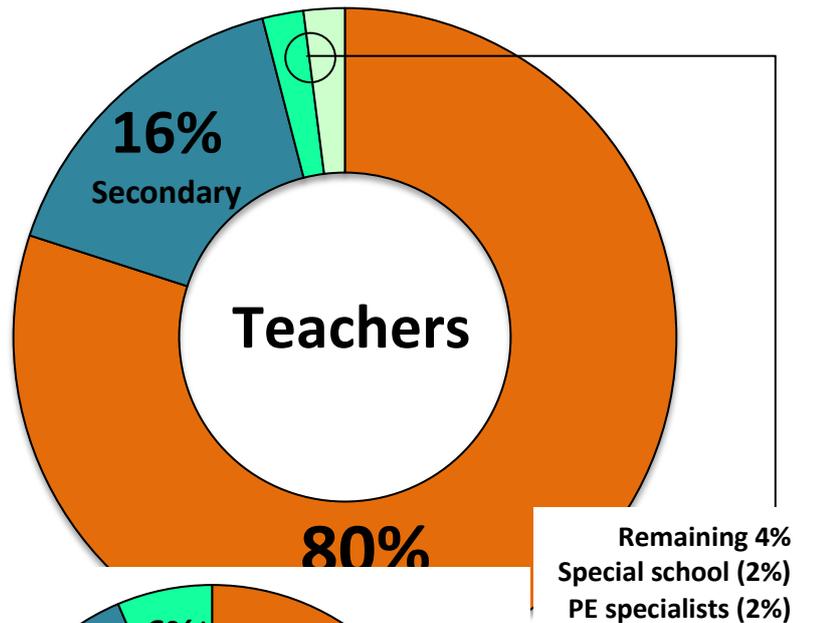
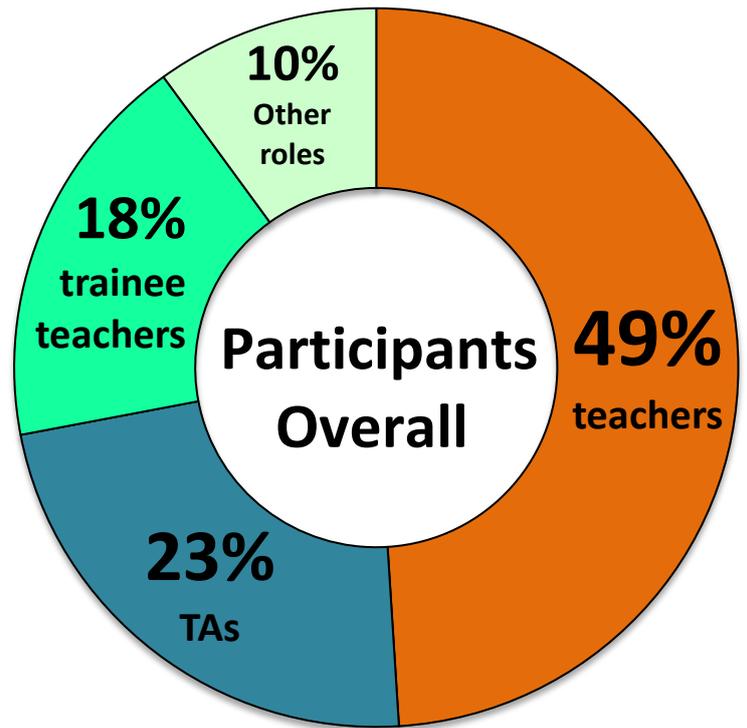
The evaluation process

The following illustration has been produced in order to give the reader a sense of the sequence of data capture activities which comprised the evaluation, as well as the participants involved, methods employed, and sample sizes.



Evaluation participants

Of the 5655 teachers and support staff who have been trained across the IPE Programme in England, n=2594 of these individuals, or 46%, were involved in our evaluation. All items/questions in T1 and T2 questionnaires were completed by 41%³. Breaking this number down by role, T1 and T2 questionnaires were completed by: n=1120 teachers (49% of those involved in the evaluation), n=538 teaching assistants (TA) (23%), n=418 trainee teachers (18%) and n=233 with other roles (10%) e.g. School Games Organisers and SENCo. A breakdown of evaluation participants by role is presented in the 'Participants' pie chart (across, right). Of the 49% of teachers trained, n=896, or 80%, were primary school teachers. n=180, or 16%, were secondary school PE teachers. The remaining n=44 participants were special school teachers (2%) a PE specialists working across different school contexts (2%). Of the 23% of teaching assistants who were involved in the evaluation, n=410, or 80%, worked in a primary school setting. n=72, or 14% were secondary school TAs. The remaining n=33 (or 6%) were TAs from special schools. 418 trainee teachers were involved in the evaluation. 272 (or 65%) and 146 (or 35%) were training to be primary school and secondary school PE teachers, respectively.



³The response rate here is lower than the overall number of participants as questionnaires with missing data (i.e. when participants did not respond to an item or more were not included in the statistical analysis).

*Special school

1. After attending Sainsbury's IPE Programme, participants' confidence, competence, and self-efficacy to deliver a high quality inclusive PE experience increased, and this increase was sustained over time.

Overall impact – descriptive statistics

The descriptive statistics for the T1, T2 and T3 levels for self-efficacy (SE), confidence and competence are shown in Tables 1 and 2.

Table 1 T1 – T2 Comparisons

Measure	T1 Mean (SD)	T2 Mean (SD)	N	Sig.
Confidence (0 – 10 scale)	6.11 (1.87)	8.04 (1.25)	1873	.000
Competence (0 – 10 scale)	6.08 (1.83)	7.96 (1.28)	1988	.000
Self-Efficacy (1 – 7 scale)	5.16 (.96)	6.12 (.62)	2095	.000

The findings on the immediate effects of workshop on participants' SE, confidence and competence are positive and statistically significant ($p < .001$). This means that the workshop was effective at enhancing participants' perceptions confidence, competence and self-efficacy in the immediate period post-workshop and that this occurred at the group-level (see N values).

Table 2 T1 – T2 – T3 Comparisons

Measure	T1 Mean (SD)	T2 Mean (SD)	T3 Mean (SD)	N	Sig.
Confidence (0 – 10 scale)	6.54 (1.59)	8.20 (1.04)	7.79 (1.42)	145	.000
Competence (0 – 10 scale)	6.29 (1.55)	8.13 (1.12)	7.72 (1.50)	172	.000
Self-Efficacy (1 – 7 scale)	5.26 (.87)	6.16 (.59)	5.69 (.67)	178	.000

As Table 2 shows the mean scores at T3 were lower than T2 (the difference was not statistically significant), but they still remained higher than the original figures T1 ($p < .001$). These findings collectively suggest that the benefits of the workshop were maintained 3-5 months after workshop participation.

Evidence - confidence

Participants' confidence increased by an average of 33% over baseline when measured immediately after the training course (i.e. comparing T1 – T2). There was a 10% reduction of T2 confidence scores when measured again at a 3 - 5 month interval after attending the Programme (T2 – T3). However, overall, subsequent to attending the Programme, participants' confidence levels increased by 19%

over baseline (T1 – T3). The increase was statistically significant.

Evidence shows that there was some variation across participants. Teachers' overall percentage increase in confidence was 26% and 23% at T2 and T3 respectively. Trainee teachers' experienced the largest net increase in confidence. They started out with confidence scores significantly lower than that of practising teachers (as would be the expectation). However, when measured again at T3, trainee teachers reported only a minor reduction in perceived confidence (1%) for an over percentage increase of 48%.

Evidence - competence

Participants' competence increased by an average of 30% over baseline when measured immediately after the training course (i.e. comparing T1 – T2). The rate of attrition between T2 and T3 was only 4%, which means that participants' overall perceived ability vis-à-vis inclusive practice after attending the Programme has increased by 26% (T1 – T3). Variation across participants was also observed. For teachers, there was an overall percentage increase of 22% in competence scores when measured 3 – 5 months after Programme attendance. This represented a mere 3% reduction of T2 highs which were 25%. Trainee teachers' experienced the largest net increase in perceived competence (52%). In fact, evidence appears to indicate that trainee teachers were able to go away from the workshop and build on the knowledge gained, as they report a 1% increase in perceived competence when measured again 3 – 5 months after the Programme.

Evidence – self efficacy

Participants' sense of self-efficacy (SE) (all items combined) increased by an average of 18% over baseline when measured immediately after the training course (i.e. comparing T1 – T2). The rate of attrition between T2 and T3 was also more pronounced than it was for confidence and competence, 7%. This means that the overall percentage increase for SE was 11% – a substantial increase across the entire sample when you take into consideration number and level of depth of the questions. Percentage increases for those SE items which most closely align with the skills needed to utilise the STEP Tool are presented below (Figures 3 – 6).

In terms of variation across the sample, there was only a small difference observed between teachers and teaching assistants, for whom initial increases in SE (T2) had reduced by half by the time they were measured again 3 – 5 months later at T3. The

findings for trainee teachers followed a different pattern. Their sense of SE increased substantially between T1 and T2, 34%, and the percentage rate of reduction when measured again at T3 was only 5%. This represents a percentage increase in SE of almost 30%.

Case Study School comment:

“Before the training teacher’s didn’t feel confident...As a school, we are inclusive, but I don’t think our PE provision reflected that. It was, “Well, we’ll just make do when they’re in the lesson and not really think carefully how to help those children

make progress.” (Deputy Head Teacher, Case Study School 7)

Implication

Evidence clearly shows a significant increase in participants’ confidence, competence and self-efficacy to deliver high quality inclusive PE experiences over time. This percentage increase was statistically significant and was **observed across the entire sample of participants who were involved in the evaluation** (i.e. not simply based on participants with already high or low levels of perceived confidence). Although other factors might influence school staff’s perceived confidence, competence and self-efficacy over time, it appears that workshop participation might have been a contributing factor to this increase.

Recommendation 1: More school staff need to be encouraged to participate and engage in the IPE Programme.

Recommendation 2: Further investment in ITE is a necessity to reach and educate the future generation of teachers

Confidence

Figure 1

“How confident do you feel to deliver a high quality inclusive PE experience to all young people?”

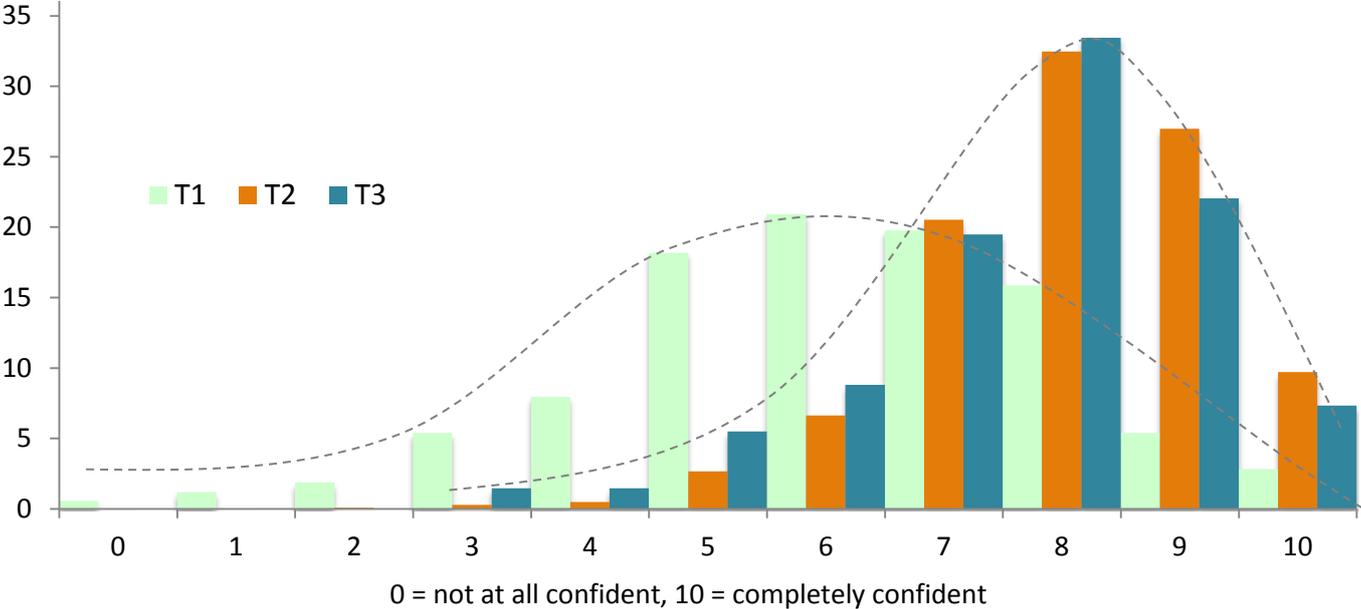


Figure 1 shows the increase in confidence scores for the entire cohort of participants across T1, T2, and T3. As the figure shows, confidence scores at baseline (T1) were predominantly clustered around the mid-range and formed a low-peak overall– i.e. a score of 5, 6 or 7 out of 10. Post-workshop scores at T2 and T3, however, increase and peak sharply towards higher end of the scale with the majority of scores rated as 8 or 9 out of 10.

Competence

Figure 2

“How competent do you feel to deliver a high quality inclusive PE experience to all young people?”

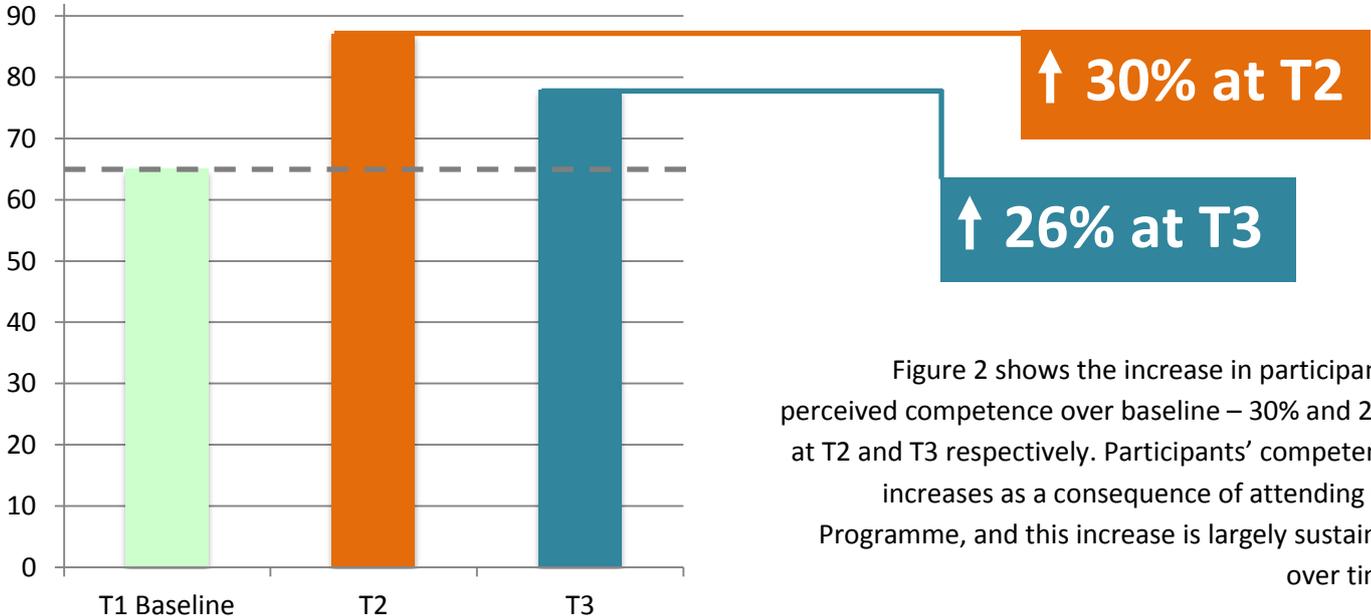


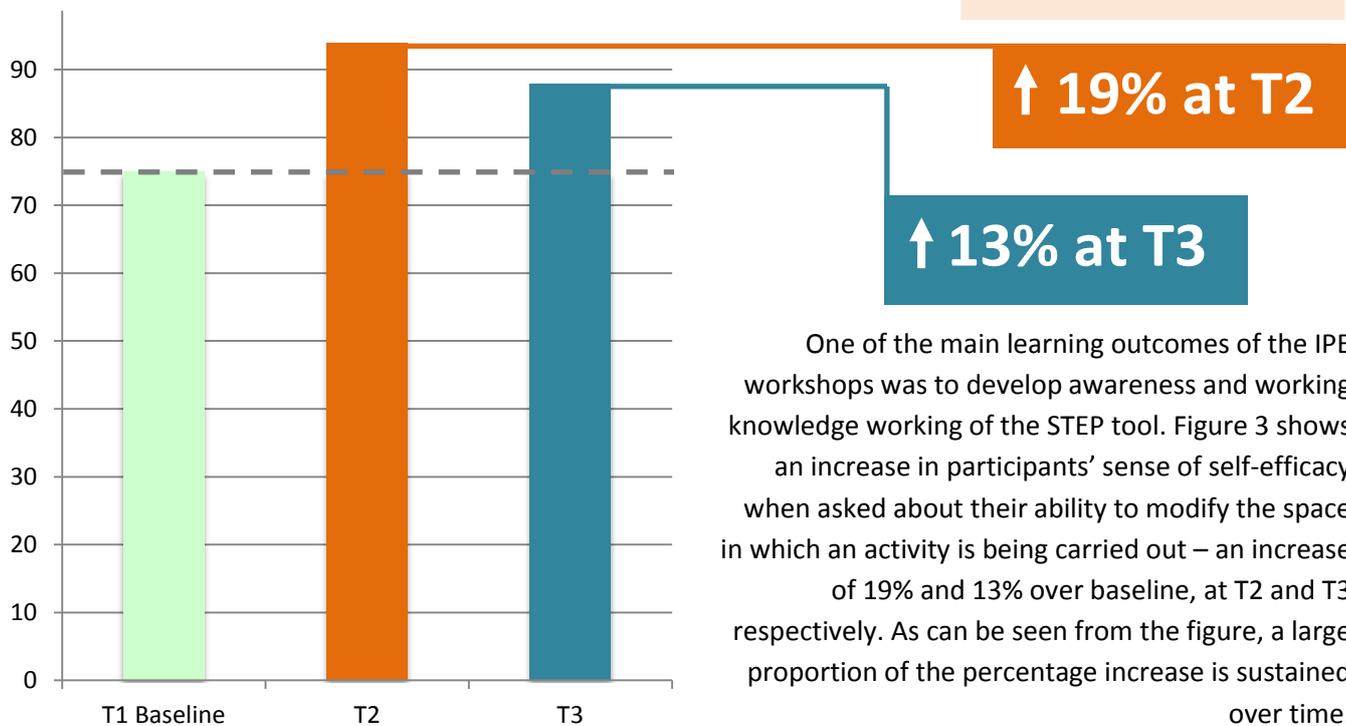
Figure 2 shows the increase in participants’ perceived competence over baseline – 30% and 26% at T2 and T3 respectively. Participants’ competence increases as a consequence of attending IPE Programme, and this increase is largely sustained over time.

The STEP Tool

Figure 3

"Modify the space an activity is carried out in to vary the challenge for different learners."

SPACE



TASK

Figure 4

"Change a task to make it easier for a student who is having trouble achieving this task"

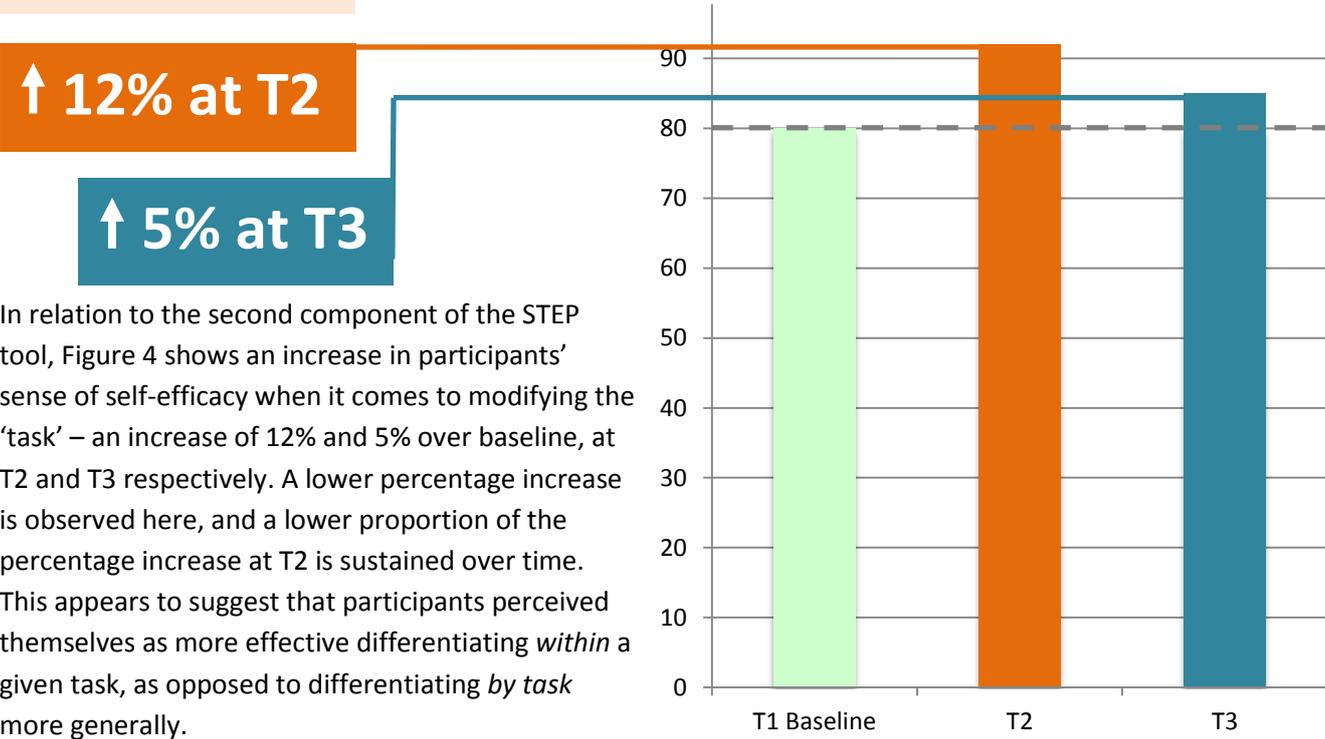
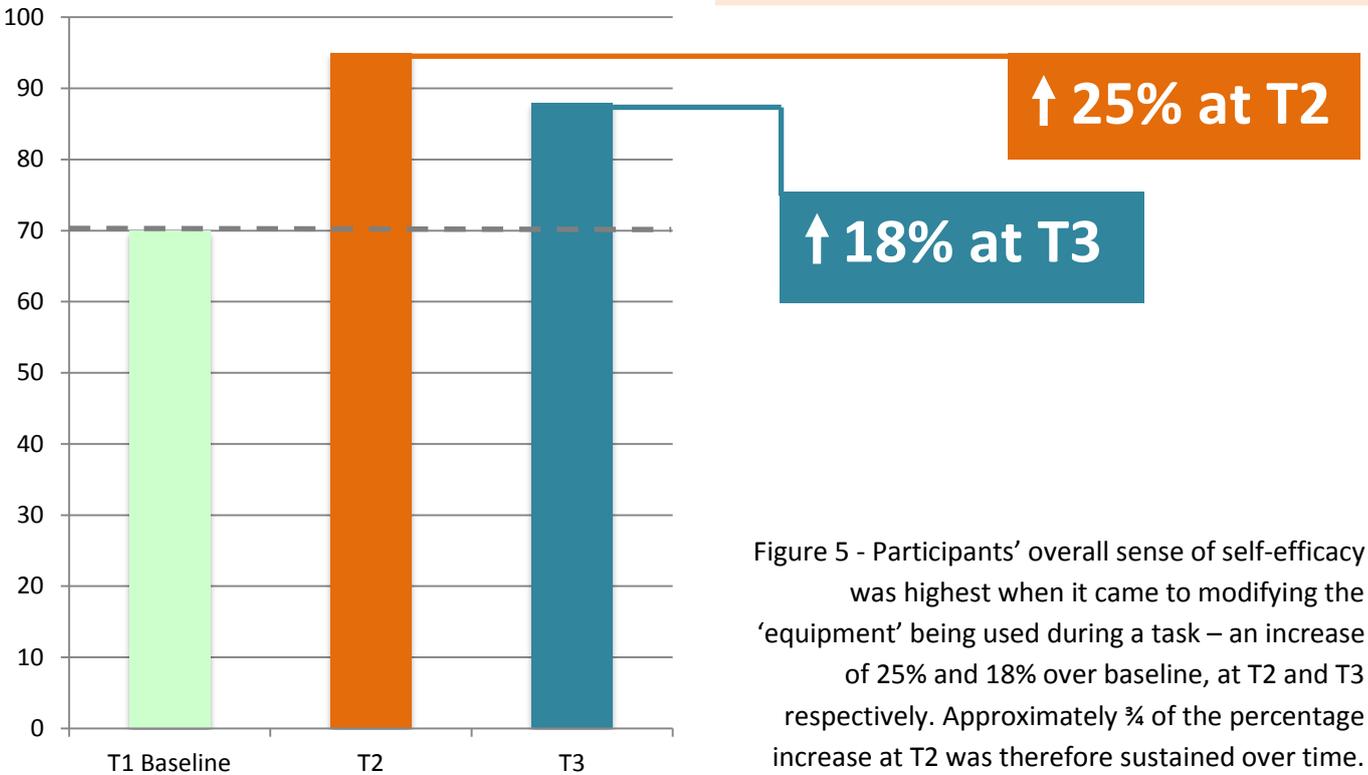


Figure 5

"Adapt equipment to support all students, including SEND students, to learn."

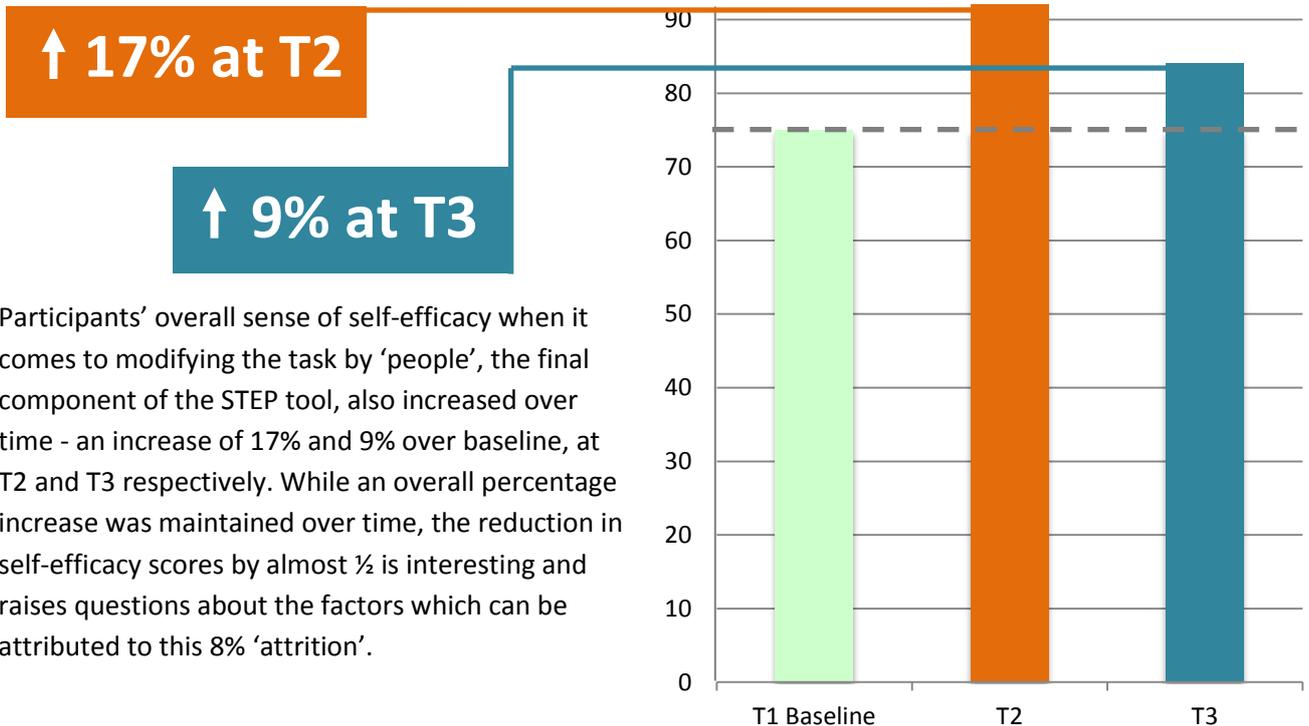
EQUIPMENT



PEOPLE

Figure 6

"Give different tasks to different groups of learners (at the same time) to meet their diverse needs."



2. Over 80% of respondents agreed that, as a result of workshop participation: (i) their knowledge of effective inclusive PE strategies had been enhanced; (ii) they had applied some of these strategies into their PE lessons; and (iii) their pupils had benefited from these changes. Evidence from case study schools suggests that participants introduced small albeit effective changes to their practices.

Evidence

When asked about the impact of the Programme 3 – 5 months after attending the IPE workshop (T3), almost 90% of participants agreed (i.e. reporting a level of 5 or higher on our 7-point scale) that their knowledge about effective inclusion strategies in PE has been enhanced (89%) as a result of workshop attendance and that they have since identified new ways to offer high quality inclusive PE experiences to all students (89%). Moreover, 82% of respondents indicated at T3 that they have already applied some of these strategies into their own PE lessons and that the changes introduced have ‘worked well’ (79%).

Data also show that there was a lot of variance in participants’ responses (i.e. high standard deviations) which suggests that some participants were more positive about the extent of the impact of the workshop than others.

Table 3 Overall Impact of the Programme at T3

Impact Measure	Mean (SD)	N
Knowledge	5.62 (1.12)	296
Practice	5.46 (1.19)	297
Pupils	5.18 (1.26)	294
PE curriculum	4.56 (1.47)	130
Extra-curricular activities	4.26 (1.70)	294

Impact on knowledge. The largest perceived impact was reported on participants’ knowledge ($M=5.62$, $SD=1.12$). Case study participants reported that the workshop had either (i) provided them with **new information** and ways to understand inclusion (e.g., changing their perceptions about SEND pupils, moving from what they cannot to what they ‘can do’); (ii) offered them the opportunity to **‘refresh’ previous knowledge**; or (iii) enabled them to develop a much **more nuanced understanding** of the practical application of the IS and STEP tool in the context of teaching PE. It was also evident that participants attending the same workshop did not

learn the same things as they did not all start with the same ‘basic’ knowledge; and had different expectations and diverse reported outcomes. Despite these diverse needs, all participants reported gaining something valuable.

Table 4 Impact Knowledge

Statement (1 – 7 scale)	Mean (SD)	N
“My knowledge about effective inclusion strategies in PE has been enhanced”	5.81 (1.16)	295
“My knowledge about assessment in PE has been enhanced”	5.27 (1.37)	296
“I have a better understanding of how to support all students (including SEND students) to be more independent”	5.78 (1.17)	296

Case Study School comment:

“I believe that effective inclusion is making sure that every child reaches their tipping point. So I remember all that from the workshop. That’s at the back of my mind and it has been embedded.”

(Teacher, CSS 1)

Impact on practice. Evidence from case study schools (CCS) suggested that the impact of the Programme on participants’ practices was effective, albeit incremental (i.e. based on trial and error as they conducted little experiments), as opposed to ground-breaking. This was also evident at T3 as participants were more cautious in their responses to questions about the extent to which the changes they have made were ‘substantial’ or they changed the ways in which they support SEND students in ‘fundamental ways’ (72%). Fewer participants (51%) also agreed with statements about the extent to which the PE curriculum at their school has been reviewed to make it more inclusive. Broader curriculum and school policy change take time, which is a consideration to bear in mind.

Table 5 Impact on Practice

Statement (1 – 7 scale)	Mean (SD)	N
“During the workshop, I identified new ways to offer high quality inclusive PE experiences to all students”	5.79 (1.17)	297
“I have already applied some of these practical ideas in PE lessons”	5.55 (1.54)	295
“I believe that the changes I’ve introduced are substantial - i.e. I have changed the ways I support students with diverse needs (including SEND students) in fundamental ways”	5.14 (1.43)	294
“The changes I have introduced work well”	5.37 (1.38)	293

“Whereas we’ve sort of pussyfooted around thinking they are not going to be able to do that. Maybe they can watch or maybe they can do a different activity in a corner. Now, we’ve involved SEND pupils much more.”

(Teacher, CSS 2)

Impact on pupils. On average, 4 out of 5 (79%) of participants who responded at T3 indicated that after workshop participation, students were more effectively included in PE lessons and were more engaged in PE. Three-quarters of those (75%) agreed that their SEND students now enjoyed PE lessons more. In most case study schools, participants could identify clear benefits for all pupils in their lessons; and pupils acknowledged that their teachers were making significant efforts to include everyone.

Table 6 Impact on Pupils

Statement (1 – 7 scale)	Mean (SD)	N
“All students (including SEND students) are included more effectively in PE lessons”	5.38 (1.33)	293
“SEND students now enjoy PE lessons more”	5.32 (1.36)	291
“SEND students are more engaged in PE lessons (i.e. they try their best)”	5.34 (1.31)	290
“SEND students are now participating in more extra-curricular physical activity and sport”	4.83 (1.62)	289
“SEND students participate in competitive activities”	4.99 (1.56)	291

Case Study School comment:

“She (SEND pupil) has gone from no PE to accessing just a little bit, due to her short attention span, to doing the full PE lessons and engaging in everything.”

(Teacher, CSS 5)

Case Study School comment:

“Even if they are not as good, Mrs....tries to engage them in different ways” “Yeah, she tries to mix the most advanced with the less advanced so you get an equal share” “She is asking us to help other people, to teach them.”

(Y6 boys, focus group, CSS 1)

Implication

The impact of IPE on participants’ knowledge and practice was evident. Participants incorporated elements of new learning into their own PE lessons, tried the STEP Tool and The Inclusion Spectrum out, and reported that what they have learnt ‘works well’.

3. At the end of the workshop, 96% of participants agreed that they intended to cascade new knowledge to school colleagues. 55% of these reported cascading knowledge to colleagues when asked about actual cascade activity 3 – 5 months after the workshop, for an average cascade figure per participant of 5.

Evidence

96% of participants agreed that they intend to cascade new knowledge to their school colleagues (at T2). Cascade activity was revisited again at T3. Of the aforementioned 96% who completed the follow-up questionnaire at T3, 55% (n=147) reported having *actually cascaded knowledge* to colleagues with an average cascade figure for per participant of 5. Crucially, 60% of these participants also went on to agree that their colleagues found the cascaded information ‘interesting’ and ‘useful’ (i.e. reporting a level of 5 or higher on our 7-point scale).

Across school case studies, all participants interviewed reported engaging in cascading activities either informally (through discussions with colleagues or opportunities to co-teach, observe and offer feedback) or formally by organising staff workshops or verbal briefings. All school colleagues interviewed believed that the knowledge gained through these formal or informal interactions with workshop participants had an impact on their practices.

Case Study School comment:

“I showed [name of workshop participant – colleague] my lesson plan and she asked ‘how could you extend the gifted and talented? I added an extension to give the chance to progress.’”

(Cascadee teacher, CSS 3)

To further facilitate the cascading process, participants would value some additional support from the programme, largely in the form of PowerPoint presentations, resources (e.g., examples of lesson plans) to facilitate this process. Evidence from workshop observations also suggest that tutors need to allow participants time to reflect on changes to come (reflection) in a more consistent and meaningful way than currently; and to highlight the importance of cascading.

The average cascading figure refers to those participants who completed T3 and cannot be generalised to the wider Programme population.

However, there are strong indications that a degree of cascading does take place in schools (evident from T1 and case studies) with workshop material potentially reaching a large number of school staff (147 participants reported cascading knowledge to a total of 672 colleagues). Statistically significant correlations were identified and are reported below to strengthen these assumptions about cascading. There were positive relationships between:

- Participants’ self-reported intentions to cascade at T2 ($M=6.30, SD=.88$) and the opportunities they had to cascade subsequent to attending the workshops (i.e. 3 - 5 months on at T3) ($M=4.24, SD=1.91$) (medium positive correlation: $r(159) = .30, p<.001$);
- Participants’ perceptions about the overall workshop experience (T2) ($M=6.24, SD=.68$) and the extent to which participants’ work colleagues found the information cascaded interesting and useful (T3) ($M=4.42, SD=1.78$) (small positive correlation: $r(211) = .14, p=.049$).
- Participants’ perceptions about school culture (i.e. opportunities to collaborate and opportunities to cascade knowledge back at school, from T1) ($M=5.47, SD=1.17$) and the extent to which participants report opportunities to cascade knowledge at T3 ($M=4.24, SD=1.91$) (small positive correlation: $r(172) = .25, p=.001$).

It is important to note that around 80% of participants agreed that they had opportunities to collaborate (83%) and cascade knowledge to colleagues (80%) at T1.

Implication

Data collected at 3 – 5 months after the workshop indicates that participants had fewer opportunities to cascade knowledge than they might have initially anticipated in the period immediately post-workshop, i.e. at T2. Of those who actually reported a cascading knowledge, an average overall cascade figure per workshop attendee of 5 was found. While the evaluation is limited in respect of what it can say about the entire population of participants who participated in the IPE programme, there is a reasonable case that a degree of cascading does take place in schools.

Recommendation 3: More robust systems for evaluating post-workshop cascade activity are needed. The importance of cascading new knowledge to colleagues should be reaffirmed by tutors.

Recommendation 4: A revision of the support resources for programme participants is indicated.

4. 98% of participants were positive about the quality of the workshop and about their post-workshop intentions. 91% agreed that the workshops “...answered their pressing questions about inclusion”. Participants found the practical component the most valuable aspect of the workshop but would like: (i) more opportunities to observe experts in action and work with pupils, and (ii) being offered resources to better support implementation and cascading.

Evidence

Participants were overall positive about the workshop experience with mean scores towards the higher (positive) end of the 1-7 scale. For a breakdown of mean scores by questionnaire item, see Table 7 overleaf. 98% of participants that attended the Programme were positive about the experience overall (i.e. reporting a level of 5 or higher on our 7-point scale).

More specifically, **participants were positive about the quality of the workshop.** Participants were in agreement that they had opportunities to question existing perceptions (94%), put ideas forward and share knowledge (96%), and that there was a good overall balance between the theoretical and practical components (93%). Significantly, participants were in agreement that the content of the workshop was innovative (94%), tailored to their needs (91%) and feasible to implement (97%).

Participants were also positive about their post-workshop intentions: 97% agreeing that they intended to implement what they had learned, 95% agreeing that they would recommend the workshop, and 96% indicating that they were going to cascade knowledge to colleagues.

It is important to note the differences that were observed based on gender, number of years' experience, school in which the participant worked, and their role within that school.

- Significant differences were observed across each of the items for gender, with the mean scores for female participants higher than those for males on all workshop experience, quality and intentions questionnaire items (see the Table 8 in Appendix E).
- Mean scores were lower across all workshop experience items for those participants with more than 25 years of experience (For a breakdown of results showing comparisons

across participants years of experience, see Table 9 in Appendix F).

- Those working in Primary schools rated most items higher than did those working in Secondary schools. For a comparison of mean scores for overall workshop experience items based on whether participants worked at a Primary or Secondary school, see Table 10 in Appendix G.
- In terms of workshop quality, teaching assistants, perhaps unsurprisingly, reported the content of the workshop as being more 'innovative' than did teachers ($p<.001$). Additionally, teaching assistants also reported higher mean scores for questionnaire items relating to intentions to implement ($p=.028$), recommending the workshop to colleagues ($p<.001$), and perceptions about whether attending the workshop was worth the time away from their pupils ($p<.001$) (see the Table 11 in Appendix H).

Participants' responses to open-ended question about the most valuable aspect of the workshop varied, but there was consensus that the practical element was particularly useful (50%). Some participants made positive comments about the enthusiasm and knowledge of Programme tutors.

'Well-paced'

“Fantastic course! Well-paced, great ideas and [the tutor] was great from start to finish.”

(Teacher, Workshop 120)

'Balanced'

“The perfect balance between theory and practical strategies that can easily be adapted for each individual teacher's classroom environment...”

(Teacher, Workshop 167)

'Collaborative'

“Brilliant to have the chance to...share best practice with other colleagues, working with them to plan...tasks as well as learn about differentiation in PE...”

(Teacher, Workshop 100)

'Relevant'

“Going to try ideas given by tutor...to include ASD children”

(Teacher, Workshop 100)

'Innovative'

“I have picked up lots of new ideas. I am going to set up a proportion of the annual sport premium

to go towards SEND equipment to use across the school"

(Teacher, Workshop 100)

'Comprehensive'

"[R]eally helpful in a short amount of time"

(Teacher, Workshop 100)

'Inspiring'

"No change...excellent course...very inspiring"

(Teacher, Workshop 100)

Some participants reported valuing opportunities to observe experts (i.e. tutors) implementing elements of the inclusion spectrum and STEP tool in practice. Others valued having the opportunity to develop and adapt an activity, reflecting the importance of an active engagement in the learning process.

Participants' comments:

"The practical sessions – giving us chance to have a go at the STEP principle"

(Teacher, Workshop 109)

"Being given the LO scenarios and practically coming up with an activity that enables disabled person to access the LO"

(Teacher, Workshop 108)

In workshop 105, participants had the opportunity to observe the tutor delivering a PE lesson in a school setting. They unanimously reported that this was the most valuable aspect of the workshop ('Seeing the theory put into practice during the lesson observation'). Some participants wrote about the importance of experiencing the activities as learners.

Participants' comments:

"Physical side of it. Actually doing it for myself to understand how hard you can make it or how to make it more simple"

(Teacher, Workshop 104)

The second most prominent response in relation to the most valuable aspect of the workshop was opportunities to share ideas and experiences with other professionals.

Participants were also asked to offer advice on how to improve future workshops. Suggestions included having opportunities to: (i) obtain **resources** (e.g., ppt presentations, cards, lesson plans) to support the implementation process (and cascading) ('Maybe a resource booklet to take away with specific adaptations and other ideas to adapt for when we may struggle', W96); (ii) participate in extended **practical** activities; (iii) explore the application of inclusive teaching across a **wider**

range of activity areas, such as gymnastics or game scenarios; (iv) **plan** and to experiment ('More practice or opportunity to plan a session using given ideas, W81); (v) **observe experts in-action** (e.g., video evidence or in real time) and to analyse elements of effective inclusion in a realistic setting; (vi) **work with pupils** (including SEND pupils); (vii) participate in a more **tailored** workshop, locating their questions and pupils centre stage ('More opportunity to discuss individual children in your school to get ideas', W82). Tailoring provision was the T2 items with the lowest mean score.

Implication

Evidence clearly shows that the IPE Programme was perceived by participants to be high quality in terms of its content and delivery. Areas for improvement were identified.

Recommendation 5: Incorporate opportunities for participants to observe effective inclusive teaching in-action in cost-effective ways

Recommendation 6: Embed high quality practical experiences in all workshops

Recommendation 7: Ensure that workshop tasks cover a wide range of activity areas and gameplay scenarios.

Table 7 Overall Workshop Experience by Statement

T2 Questionnaire Statement (1 – 7 scale)	Mean (SD)	N
<i>"I had opportunities to question existing perceptions about inclusion"</i>	6.19 (.93)	2354
<i>"I had opportunities to put ideas forward about effective inclusive teaching and learning"</i>	6.27 (.86)	2344
<i>"I had opportunities to share knowledge, experiences and ideas with other participants and the tutor/s"</i>	6.29 (.88)	2347
<i>"A good balance between theory and practice was achieved"</i>	6.18 (1.01)	2345
<i>"The content of the workshop was 'innovative'; i.e. new ways to include all students in PE lessons were demonstrated and explained"</i>	6.21 (.98)	2341
<i>"The workshop was tailored to my needs – it answered my pressing questions about inclusion"</i>	5.93 (1.05)	2341
<i>"The inclusion strategies identified are feasible"</i>	6.28 (.83)	2159
<i>"I intend to implement the new inclusion strategies in my PE lessons"</i>	6.49 (.77)	2132
<i>"I intend to engage with the online resources in order to expand/deepen my knowledge"</i>	6.29 (.92)	2146
<i>"I intend to cascade new knowledge to my school colleagues"</i>	6.30 (.88)	2130
<i>"I will recommend this workshop to colleagues"</i>	6.33 (.93)	2143
<i>"Overall, the workshop was worth the time away from my pupils"</i>	6.45 (.90)	1821

5. Evidence from systematic observations suggests that tutors' practices reflected elements of effective CPD as identified in the international literature. However, as perhaps anticipated given the scale of this programme, variation in the quality of workshop implementation was observed. The evidence indicates that not all tutors facilitated professional learning effectively and consistently.

Evidence

Evidence from systematic observations suggests that workshops that worked well had a good balance between high quality tutor input⁴ and sufficient opportunities for participants to discuss, design, and modify their own activities (active learning).

Statistical analysis suggests that there is significant value in ensuring increased opportunities to participate in practical activities⁵ as this was the only delivery feature item which was correlated with impacts across T1 and T3. Workshop duration does not appear to influence participants' views on the quality of the workshop (T2) or reported changes in outcome measures.

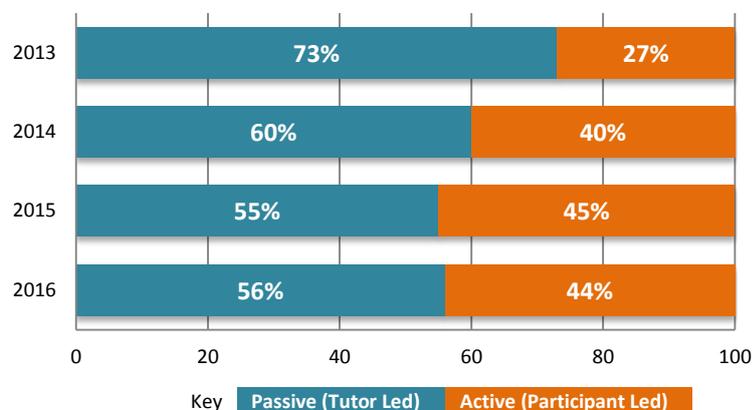
Tutor effectiveness and variation. Examples of effective facilitation observed included: (i) making suggestions to enable participants to see other possibilities in the activity they created; (ii) making effective links between theory and practice; (iii) encouraging participants to make connections to their existing practices; and (iv) asking participants questions that fostered them to explain and justify their thinking and actions.

However, workshop observations suggest that there was significant variation in the actual time dedicated to active vs. passive learning (see Figure 7) and in the ways tutors structured, supported and facilitated professional learning. For example, only n=5 tutors observed were exemplary practitioners in terms of facilitating learning. A tendency to employ questioning in a largely unidirectional manner was noted; that is, questioning used as a means of checking understanding and/or monitoring whether and how the programme message was being

delivered...as opposed to using questioning for its real pedagogical value – to *promote learning*.

Figure 7

%Time dedicated to 'Active' vs. 'Passive' learning opportunities by year



Observations also indicated a lack of evidence of tutors truly scrutinising the quality, effectiveness and applicability of the participants' 'end products' – i.e. what participants were producing in the more 'active learning' or 'practical' components of the workshop in the form of outcomes from group tasks (e.g., *'The tutors did not provide feedback on the ways participants modified activities to be more inclusive; and why (and whether) they were effective'* (field notes). Although an increasing number of tutors reported making conscious efforts to identify participants' questions and to adapt the content of the workshop based on these needs, there was little evidence of pedagogical differentiation to ensure that participants experienced a more personalised CPD. Missed opportunities to maximise professional learning were thus identified.

Variation in the ways tutors implemented activities recommended in the workshop material was also identified. For example, the tutor in workshop 21 allocated almost 20% of the available time to the theoretical discussions about the features of outstanding inclusive PE; whilst tutors in other workshops tended to allocate less (typically 10% or less of the available time). Evidence also suggests that whilst some tutors encouraged participants to share the outcomes of these group discussions, this was not consistently evidenced across all workshops observed. For example, in workshop 31, the tutor allocated over twenty minutes to within-group work without any time for reflection or sharing outcomes across the class. This variation across workshops is illustrated in Figure 8, overleaf.

⁴ This was evident when tutors offered clear explanations of the processes and rationale behind the Inclusion Spectrum and STEP tool

⁵ Overall tutor input and time spent engaging in practical activities were recorded systematically at minute-on-minute intervals during workshop observations. These observations were then later analysed to assess whether changes in participants' SE scores from T1 – T2 were associated with increased time devoted to these workshop delivery elements.

Figure 8

% Time dedicated to 'Group Task' vs. 'Sharing Outcomes' during theory component of workshops

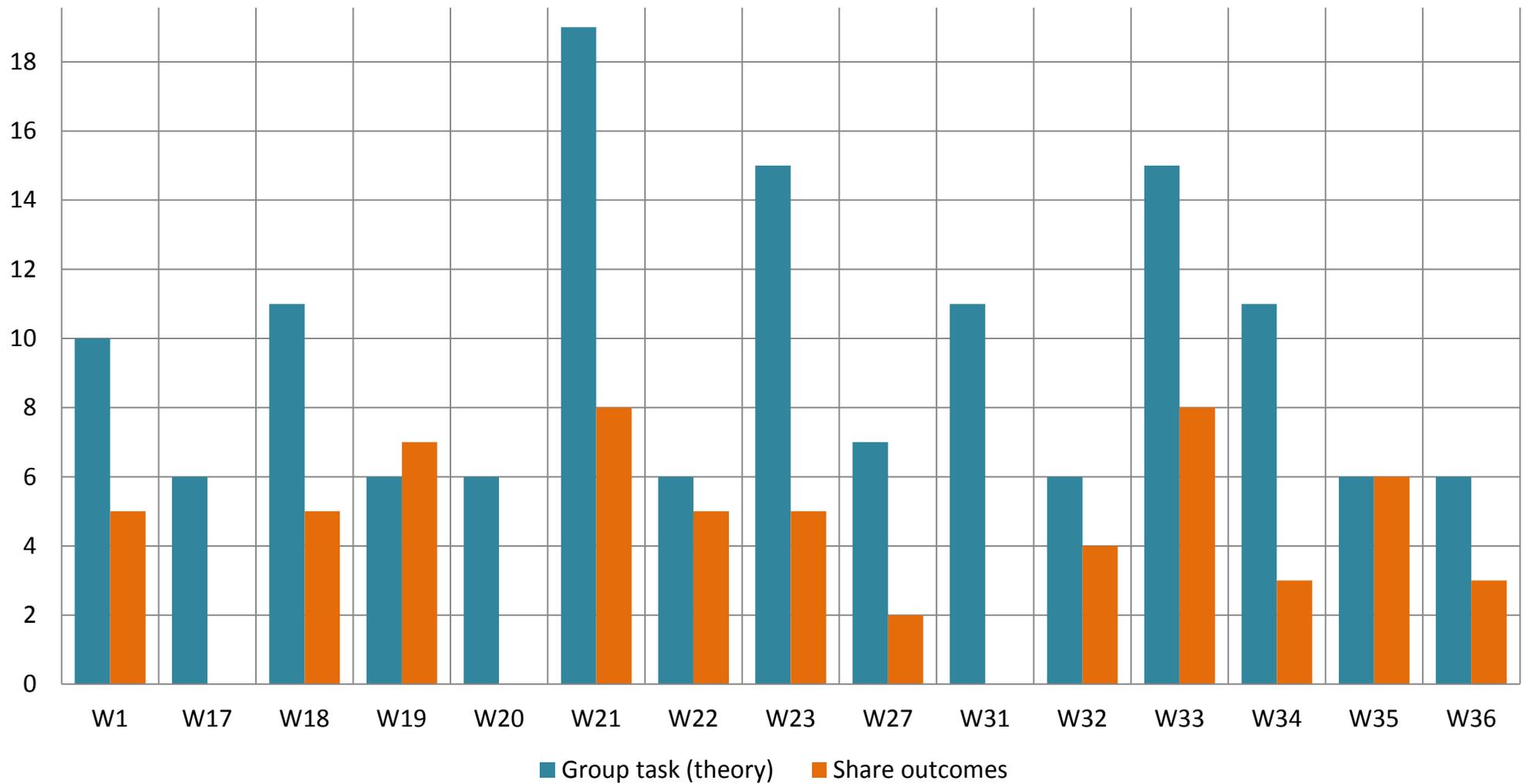
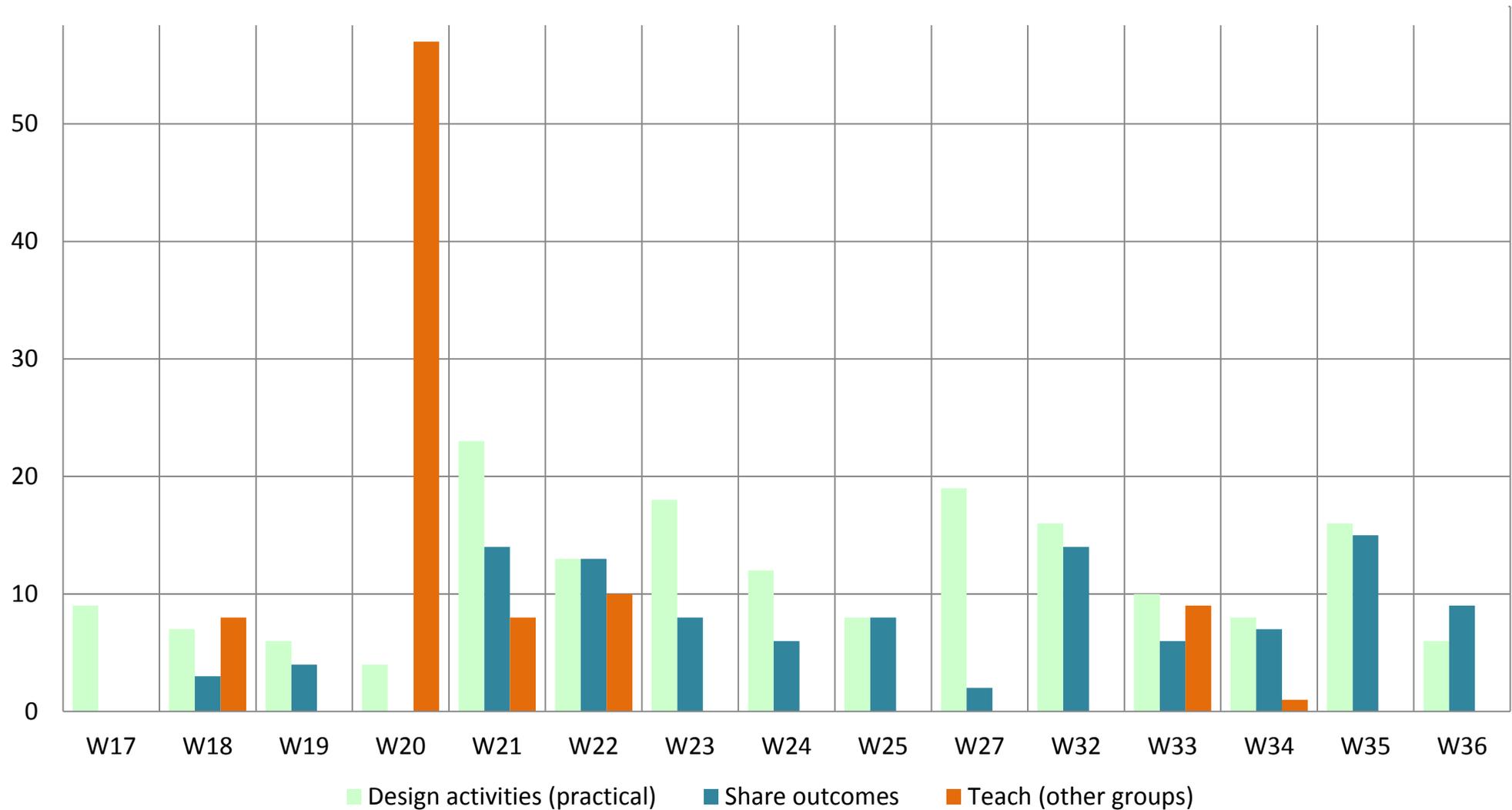


Figure 9

% Time dedicated to 'Design Activities', 'Sharing Outcomes' and 'Opportunities to Teach' during practical component of workshops



Likewise, during the practical session, variation in the amount of time dedicated to 'design activities' (group tasks where participants have to develop an activity, modify it to ensure that diverse learners are challenged to progress in their learning, and engage in further modification to incorporate a child with a specific disability), sharing outcomes or peer-teaching was also observed (illustrated in Figure 9 on previous page).

Within tutor variation was also identified. The most extreme example is illustrated with workshop 20, where participants had substantial opportunities to teach pupils (57% of the total duration). However, the tutor offered them little opportunities to share their planning, ideas and thinking process underpinning their delivery (i.e. debate and scrutinise the outcomes of lesson planning or other group tasks prior to implementing these with pupils).

It is clear that peer-teaching has not been a fundamental component of the workshops experience overall. Peer-teaching was observed in only 6 of 36 workshops observed, and for total of only 4% of observed time (1% of observed time if we remove workshop 20 as an outlier). Over the final

reporting period (see workshops 32 – 36 in Figure 9 on previous page) however, it was observed that the level of attention tutors gave to sharing outcomes tended to be on par with participant engagement in design activities. This a greater balance between time-on-task and time spent in a more reflective or critical mode (in comparison with previous periods, and in comparison with theoretical work more generally).

Implication

Workshop delivery was praised by participants, but findings from workshop observations also identified variable quality in workshop implementation. This draws our attention to the importance issues of the selection and continuing education of CPD tutors. Tutors would benefit greatly from the sharing of experience and expertise – particularly in relation to: (i) the use and effectiveness of facilitative techniques (i.e. effective use of questioning, meaningful feedback and evaluation / scrutiny of participants' ideas); and (ii) ways to offer personalised / tailored experience in order to maximise professional learning.

Recommendation 8: Develop tutors' knowledge and understanding of best practice facilitation approaches and tailoring provision

Recommendation 9: Tutors need opportunities to share good practice either via themed tutor development or online portal.

Recommendation 10: Develop a blended learning approach, combining a shorter workshop with post-workshop online resources

Case Study School 1 (Sarah)

After attending Sainsbury's IPE programme, all three primary school teachers reported enhanced knowledge about effective inclusive teaching. They also introduced small albeit effective changes in the ways they planned and implemented PE lessons.

Workshop quality

All three teachers (Sarah, an experienced teacher who was PE coordinator and two NQTs) praised the quality of the tutor, whom they found engaging and knowledgeable. The practical dimension was considered the most valuable aspect of the workshop.

The practical activities are the things that I remember so these must have been the best things.

Because we sat down and discussed but I can't remember that. But, I do remember everything that was practical. This is what I've taken from the workshop and I am embedding here.This is how I learn' (Sarah).

Impact on knowledge and practice

IPE had an impact on all three teachers' knowledge and practice. Both NQTs reported that the workshop supported them in developing an understanding about differentiation in PE and the importance of effective planning. Two months after workshop attendance, they reported changing the way they plan their PE lessons, with a clear emphasis on 'ensuring that at least three levels of challenge' are provided to challenge all pupils (NQT2) and appropriate and relevant strategies for inclusion are incorporated in the planning phase 'to benefit the range of different abilities in a lesson' (NQT1). NQT2 also believed that her ability to 'adapt lessons on the spot if the children are finding it either too difficult or too easy' has been developed as a result of workshop attendance.

The experienced teacher, Sarah, said that the workshop made her 'feel more confident' in her knowledge as she 'refreshed' what she already believed were the characteristics of effective / outstanding inclusive PE. She also reported learning new 'helpful' concepts (e.g., tipping point) which would enable her to cascade some key messages more easily to her colleagues. Sarah described the changes introduced as a result of workshop attendance as 'small, stepping stones' in an ongoing effort to provide meaningful learning experiences to all pupils. Since after the workshop, she applied the concept of tipping point in most of her PE lessons and elements of the STEP tool to differentiate

appropriately and to ensure that pupils are grouped in ways that facilitate their engagement and learning.

When planning, I think....I ask....how can I adapt activities through space, through groups (like, like the numbers of children I am working with), and through different equipment?

Impact on pupils

Sarah believed that with the small changes introduced, her SEND pupil (Bob) in the class was enjoying PE more. Sarah was confident that, when needed, separate activities focusing on Bob's fitness had results in increasing his fitness and confidence. When asked about his favourite PE activities, Bob however, mentioned team games, such as badminton and basketball. He also reported enjoying the athletics PE lesson observed, where he was fully included. All pupils interviewed (n=12) believed that 'most pupils in our class like to be involved' and that their teacher was making significant effort to include everyone.

'Even if they are not as good, Mrs....tries to engage them in different ways' (Boy 1). 'Yeah, she tries to mix the most advanced with the less advanced so you get an equal share.' (Boy 2). 'So, if I was super super advanced in sport and he was really bad, he could barely kick a ball, we would probably partner up in PE...' (Boy 3). 'She is asking us to ... teach other people' (B4).

Impact on colleagues (cascading)

In recognition that the provision of PE in her school was operating below its potential and duty, and drawing upon the additional funding available in primary schools, Sarah had reduced teaching responsibilities in order to observe, support and educate her school colleagues to deliver high quality PE. In this capacity, she reported instilling some of the key messages of the workshop through professional feedback, co-planning of sessions or demonstrations (by leading PE lessons for colleagues to observe). At the time of the research visit, Sarah was confident that this approach was effective in improving PE delivery, including aspects of effective inclusive teaching.

Implication

Sarah was a highly motivated teacher who wanted to change / improve PE provision in school. All participants were ready and willing to learn and to initiate changes in their practices

Case Study School 2 (Kate)

After attending Sainsbury's IPE programme, Kate reported changing perceptions about SEND pupils and what they can achieve, thinking more creatively about the available resources, and understanding ways to support everyone to progress in their learning, including the more able.

Workshop quality

Kate argued that the workshop was 'excellent'. She praised the organisation of the workshop and the enthusiasm, extensive experience and in-depth knowledge of the tutors who delivered it. She found the tutors very personable, full of ideas and suggestions and easy to talk to. She felt that one of the most valuable aspects of the workshop was the opportunity participants had to teach - but also observe experts delivering inclusive PE to - a group of pupils from a local primary school. She also welcomed the fact that resources recommended were not expensive and that she could make connections between 'what you've already got and adapt it.' The balance between theory and practice was perceived as good.

Impact on knowledge and practice

Kate argued that the workshop was effective in changing her perceptions about SEND pupils, moving from what they cannot to what they 'can do'.

'Whereas we've sort of pussyfooted around thinking they are not going to be able to do that. Maybe they can watch or maybe they can do a different activity in a corner. Now we've involved the children much more. I think that was probably the main point really'.

She also reported understanding how to use teaching assistants (TA) effectively in lessons so that all pupils get adequate, personalised support to progress in their learning. The benefits of this approach have had a wider impact all pupils.

'I can now support my lower ability children in the same way, so it's not just children with special needs who benefit from this. ...We're not writing anybody off. We're all taking our teaching assistants into lessons which we didn't before'.

The workshop had also had an effect on how Kate thinks about and uses various resources (including sports equipment and visual aids) in more effective ways. Kate also learned about the importance of using 'clear and precise language' (communication) so that tasks and expectations are accessible to all. Changing the difficulty of tasks to make them more

accessible to some learners but also ensuring that the more able pupils are challenged to progress in their learning was another important learning outcome as a result of workshop attendance.

'I'll say to them 'how are you going to challenge yourself?' and they'll say 'we'll move further back and if we can't do it we'll move forward again'.

Kate argued that the workshop had enabled her to identify simple solutions and to be more adept to experimenting with new ideas to meet pupils' needs.

Impact on pupils

Overall, most year 1 and year 2 pupils interviewed were positive about PE at their school and they believed that all pupils are included in the lessons. Difficulties and frustrations expressed by the pupils included not having enough time, the teaching being too quick and 'squashing everything in' to lessons. However, two others said they liked things being taught quickly. This reinforces the need for further differentiation.

Impact on colleagues (cascading)

Kate cascaded knowledge to her school colleagues through a whole school INSET on inclusion. In line with OFSTED's feedback, Kate believed that to encourage teachers to initiate changes in their practices, they need to change the way they plan their PE lessons, taking into consideration pupils' diverse needs and thinking carefully about ways to include them. Kate believed that this inset had an impact on aspects of her colleagues' practices. She however also offered one-to-one support to school colleagues by observing their PE lessons and providing constructive feedback. One school colleague, Claire, believed that Kate's contribution (both through the INSET, ongoing discussions and peer observations, had an impact on her practice, as she was now more consciously thinking about the importance of understanding all pupils' needs and exploring ways to 'help them achieve.' Claire also reported that as a result of her informal interactions with Kate, she changed the way she supported the more able pupils in PE, giving sports leaders more opportunities 'to develop their skills of leading and organising - to stretch them as well'.

Implication

Kate has gained ideas and a change of mind-set as a result of the workshop and has cascaded this to other staff at the school to widen the impact of the inclusion workshop and enhance practice throughout the school.

Case Study School 3 (Kelly and Pat)

After attending Sainsbury's IPE programme, there was evidence of impact on practice but further work was needed to include everyone effectively in the PE lesson observed. The cascading process was reported to be effective.

Workshop quality

Both participants, Kelly (primary teacher) and Pat (sport coach), were positive about the workshop experience. Kelly described the tutor as 'very informative', able to establish a relaxed atmosphere for everyone to ask questions. Both Kelly and Pat argued that the practical element, and the opportunity to 'try out' the games, was the most valuable aspect of the workshop as they 'learn by doing' (Pat). Pat believed that the workshop could improve further if the notion of inclusion was applied to different activity areas, such as gymnastics, football and cricket, to support participants to initiate changes into their practices.

'Fully break it down so you have your gymnastics, your football and your cricket, so it's getting the inclusive side on that and going with the curriculum side you have striking, fielding and ball games'.

Impact on knowledge and practice

Kelly argued that the workshop challenged her beliefs on how to approach SEND pupils, their learning and engagement.

'The main thing that we took from the day was instead of thinking what the child can't do, think about what she can do and plan around what they can do and get those things included'.

She reported learning about available specialised equipment but she was unable to implement changes as she was not teaching PE that year. Pat argued that the workshop was effective in not only 'reiterating' existing knowledge but also 'topping up what I knew'. He identified two elements that he 'took away' and applied in his sessions. Firstly, he found out more about effective ways to use self-assessment; and this reportedly had an impact on one SEND pupil who had small attention span. By encouraging the boy to reflect on and assess what he has been doing fostered him to stay on task and focused.

A second element that Pat changed as a result of workshop attendance was the use of demonstration and the importance of offering pupils visual aids. The PE lesson observations (cricket) confirmed that Pat encouraged learners to think

about their own performance while waiting for their turns and used teacher and pupil demonstrations to reinforce key teaching points. However, the boy with the 'low attention span' did not participate in the lesson and there was evidence that Pat needed further support to support this boy to engage and learn.

Impact on pupils

Only two out of 28 pupils interviewed said that they did not like PE but everyone felt that there is no discrimination or exclusion during lessons. One boy said that 'everyone is there [PE lessons], everyone is trying hard' with a girl adding that *'it does not really matter if you are good or bad as long as you try'*. Most pupils felt that this feeling was consistently evident across their school and they knew that by talking to their friends and siblings from different classes or year groups.

Impact on colleagues (cascading)

Kelly reported cascading knowledge to her school colleagues in various ways. Firstly she made all workshop resources and notes available in a shared PE file. Her intention was to work with the PE coordinator to develop an inclusion resource pack, with examples of lesson plans and some key points from the workshop to support change in school colleagues. Despite their good intentions, Kelly acknowledged that this resource was yet to be finalised (six months after workshop attendance) and that she would value if this resource pack was available as part of the programme. Kelly also delivered a brief talk (20 mins) during a staff meeting with the aim to communicate the key principles of inclusion to her colleagues.

Kelly also reported engaging in informal discussions with colleagues. Nick, for example, a year 4 teacher, found Kelly's talk very informative and learned about the importance of teachers' positive attitudes towards all pupils, including SEND pupils. Nick said that Sarah has helped him understand the importance of using visual aids to support all learners; and think more carefully about how to extend and challenge the more able pupils.

'I showed Sarah my lesson plan and she asked "how could you extend the gifted and talented?" I added an extension...to give them the chance to shine as well'.

Implication

There was clear evidence that the cascading model in this school worked but the teacher would value supporting documents to facilitate change in her colleagues' practices.

Case Study School 4 (Tom, Nadine, Tess, Holly)

After attending Sainsbury's IPE programme, there was evidence of impact on practices and confidence in experimenting with different ideas during lesson planning and delivery. The case however also illustrates the needs for tutors to identify and question existing approaches to inclusion.

Workshop quality

All four participants were very positive about the workshop and they identified two elements that made it a particularly useful and valuable experience. Like other teachers, the emphasis on the practical applications was valued by all. Seeing *'how different activities can be simply adapted through the use of alternative equipment [or the use of] space'* (Nadine) was an important element of the workshop experience. Secondly, the opportunity to *'share good practice and experiences with other teachers'* (Tom) was also considered valuable.

Impact on knowledge and practice

The NQT (Nadine) reported increased confidence in her ability to experiment with different ideas during lesson planning and delivery. She also felt that she used many of the practical activities demonstrated during the workshop and these worked well in the context of her lessons. For Tom, the workshop had a significant impact on his knowledge and understanding about effective communication [and effective use of language] to engage pupils with diverse needs and abilities and to facilitate their learning:

'[The workshop] gave us a chance to think really carefully about what language we use. That's something I've really thought about back at school – thinking about how I word things, how I explain to ensure I'm engaging more and reaching as many different people as possible'.

Tess, the TA, felt that one of the most important outcomes of workshop participation was understanding the importance of building pupils' confidence to participate and achieve and *'giving every pupil the opportunity to progress at their own pace and encourage them to take on different roles'*. For Holly (HoPE) perhaps the most significant impact of the workshop was on the way PE curriculum was designed. As Holly explained, rather than working on a particular sport, teachers were now planning lessons around particular sets of skills.

Impact on pupils

The workshop helped these refine their thoughts and make changes to their instructional strategies (e.g., adaptations using STEP, effective use of language, curriculum) and these changes, alongside all other positive developments, had – according to these participants – an overall positive impact on pupils. Overall, the pupils interviewed were very satisfied with their PE experiences and described PE as 'great fun' and 'very enjoyable' and their teachers as approachable and understanding.

A few months prior to workshop attendance, the PE department introduced a PE Nurture group, consisting of SEND and other pupils who were disengaged from PE lessons. The aim of this initiative was to provide appropriate, tailored and meaningful experiences to these pupils in order to accommodate their needs and to increase their confidence in their skills and abilities. This initiative, although had some very positive short-term outcomes in terms of pupils' levels of engagement in PE, it appeared to reinforce notions of separation. Pupils' reported an increase in their confidence as a result of engaging in meaningful and relevant activities; but this increase was only evident in the specific context of their 'little group'; and they appeared comprehensive at the thought of being part of PE with their classmates. The development of the Nurture group was not the result of workshop participation. Nevertheless, this case highlights the need for tutors delivering the workshop to have a very good understanding of how participants' understand inclusion, as well as how they try to address inclusion in their schools.

Impact on colleagues (cascading)

Different members of staff cascaded knowledge from the workshop to school colleagues in different ways; i.e. through informal discussions, peer-observations and feedback. Holly (HoPE) also explained that members of staff, working with new / challenging groups, had been paired up with staff who attended the workshop in order to enable sharing of knowledge.

Implication

The workshop had an impact on these participants' confidence and practice. This case however also suggests that tutors need to encourage participants to share existing approaches to inclusion in their school in order to identify, debate and challenge existing mis-conceptions.

Case Study School 5 – Zoe

After attending Sainsbury's IPE programme, the PE coordinator, Zoe improved the ways she supported pupils and this was evident in their reflections of their PE lessons.

Workshop quality

Zoe, who was the PE Coordinator delivering PE across this small primary school, believed that the workshop was implemented in a 'perfect' way with both sufficient theory (e.g. on the Inclusion spectrum) and ample opportunities for practical activities and group discussion. She also underlined that there was a clear focus on application of the content back in the specific school situation, which she found to be appropriate and helpful for her needs. Zoe said that the best aspect of the workshop was the practical element and the ways the tutor demonstrated how simple albeit effective adaptations can take place to cater for diverse needs.

Impact on knowledge and practice

Following workshop attendance, Zoe introduced task adaptations to tailor PE provision for everyone, including the most able. The use of visual aids, such as cards, also arose as a result of the inclusion workshop:

Visuals as well as writing, but just adapting the activity even by just a slight equipment change, that would help that child as well as having the higher ability progressing. So that's what I put in place.

As a result of workshop attendance, Zoe also realised the importance of supporting pupils taking ownership of the lessons, by leading activities and supporting each other to learn.

I tell them it's not my PE lesson it's theirs, so they are my helpers'.

The PE coordinator underlined that this attention to differentiation was now part of her 'everyday practice' and it was the result of workshop attendance.

Impact on pupils

The IPE workshop reinforced the importance of using the appropriate language (communication) and pace to support pupil understanding. This was particularly useful in helping an autistic pupil in her school, by 'using shorter verbal instructions, visuals' as well as offering 'more thinking time.' All these changes and 'effective adaptations' enabled the

pupil to participate in PE, more fully and effectively than ever before:

'She has gone from no PE to accessing just a little bit, due to her short attention span, to doing the full PE lesson and engaging in everything'.

Zoe reported also employing successfully the STEP tool with another pupil, who has muscular dystrophy. She provided an example to illustrate the nature of changes she has introduced in the ways this child is included in the lessons:

'If we are going to do a gymnastics lesson he will find it hard getting down to the ground and getting back up. There will be a bench or a chair for him to do the same activity –but seated - and then other things, such as I will give him a bit more time to do the task so he doesn't feel pressurised and I also give him his own area, so he is not with the higher ability children who are more agile. He will still feel included but with everything adapted for him'.

Zoe believed that as a result of empowering the children more and encouraging them to take more ownership of the lessons, their engagement and attitudes have improved.

All year 5 and year 6 pupils interviewed (n=8) felt they were making progress in each lesson. They felt included in their PE lessons and they explained how the teacher ensured everyone was included.

'[Our teacher] is asking people what game they want to play so they weren't actually left out and bored'.

'Since Mrs B. came there have been more P.E. lessons ...and we learn more stuff and there is more stuff on the walls like that weren't have been there before'.

The children also noticed that over the last few months, their teacher adapted activities to suit particular individual needs. One boy observed that some children got given different tasks that were 'a bit easier' and that the teacher helped with 'stuff like what people can't do.' It is very important to report that while the pupil interviews took place, other pupils from the same class were in the hall and played football. The culture and ethos of inclusion established in this school were evident when all pupils, including SEND pupils (e.g., pupil muscular dystrophy) were all keen to play football with and were included by their peers.

Implication

There was clear evidence of the impact of the IPE workshop on the PE coordinator's practices and pupil learning experiences.

Case Study School 6 - Matt

Attending Sainsbury's Active Kids for All Inclusive PE Training reaffirmed prior knowledge and provided new knowledge for even the most experienced of practitioners. Reassurance that current delivery is 'on track' was also a valuable outcome of Programme attendance.

Workshop quality

Matt praised the quality of the tutor, whom he found engaging and knowledgeable. An experienced practitioner himself (his own son in a wheelchair), Matt informed us that, prior to attending the Programme, he was 'highly motivated' to further his knowledge about effective inclusive practice.

As was typical for participants across the Programme, the practical component was perceived to be most effective. The tutor on the day, Matt recalled, not only showed them different ways to differentiate, making tasks easier or harder, but also provided a clear and focused rationale for the changes being introduced. Participants were also challenged to work collaboratively, develop their own differentiation strategies, and explore inclusion strategies for pupils with specific characteristics (i.e. using 'scenarios'). This 'hands-on' practical engagement in the learning process was a highly valued by Matt. The quality of the tutor's delivery and the importance of the practical component in IPE workshops is thus reaffirmed in this case.

Impact on knowledge and practice

IPE impacted Matt's knowledge and practice, and he spoke at length about the four core principles of inclusive PE that are promoted during the workshop. He recognised that there is always a way to include learners in PE (principle #1) if you focus on what learners 'can do', rather than what they cannot do (principle #2). The Inclusion Spectrum and STEP tool were also mentioned as tools for achieving inclusion in practice (principle #3). The Inclusion Spectrum, in particular, was noted as new knowledge.

"The Inclusion Spectrum...I haven't come across that model. I knew about the STEP model...but the Inclusion Spectrum diagram, having the open and parallel activities – that was new for me."

Finally, Matt emphasised that a range of skills and abilities make up high quality PE – i.e. noting the five abilities – and recognised the need to move beyond teaching and assessment in relation to the physical dimension alone (principle #4).

Impact on pupils

Four focus groups were also conducted with Matt's Year 6 class (n=18). They all reported having positive PE experiences, felt that there was an element of progress in most PE activities they engaged in, and recognised that all pupils in their class were being included effectively. Pupils talked about how inclusive principles were embedded in lessons:

"[Y]ou might think that some people are not very good but then you give them the chance and then you can see that they are good at it. So, it is important everyone gets a chance."

They recognised how their teacher supported them to participate and achieve:

"My teacher has given me ideas. In football, those who are not good [...] or do not enjoy it, he helps them so every time we get better."

The emphasis Matt placed on the five-abilities, which he noted IPE had reinforced for him, was also evident in pupils' experiences. Pupils have learned 'about cooperation and talking to each other', as well as 'team-working'. Pupils even recognised difficulties interacting with others and how the new approach since IPE has helped them:

"Before we did...dance, most of us were [like] "I am not working with you"... and they got really upset. But...we are learning that we need to be flexible around other people. So, we learn a lot about teamwork [and] now we do not really mind with whom we work. We are a big family now."

Implication

Matt's case reaffirmed the importance of quality workshop delivery, of how teacher's learning preferences are often better aligned to engagement in practical activities, and, how the Programme has been of value for the most experienced of practitioners. Reaffirming prior knowledge, new items of information, and a sense of renewed energy are all evident in this post-workshop case study, and they have combined to clearly impact on the experiences of young people in PE.

Case Study School 7 - Nathan

Attending Sainsbury's Active Kids for All Inclusive PE Training provides participants with ideas for inclusive activities and challenges them to rethink existing practices so that can challenge their pupils' and respond to their developing needs.

Starting points

Case Study School 7 was highly regarded as a centre of excellence for inclusive practice – regularly hosting international visitors and having received a rating of 'Outstanding' from Ofsted in December 2015. Yet, Nathan informed us that, prior to attending IPE, he was still quite unhappy with what he was getting out of his PE lessons:

"[I]f I was honest, and [ask] "What is that child...getting from my PE lesson?" ...in 80% of the cases, I would say not enough...I was quite deflated."

Nathan liked to experiment with new ideas and try things out. However, he was coming to a stage where he needed to further develop the model of inclusive PE that he has been using so as to keep up with and respond to his pupils' developing needs:

"[W]e challenge them...They shock us...[I]t's getting to the stage now, they are pushing me...to come up with new stuff."

Impact on knowledge and practice

In terms of impact on knowledge and practice, Nathan initially associated the value of the Programme with picking up new ideas for activities which he thought could be easily incorporated into what he already does:

"I nicked one of [the tutor's] warm up activities, the cars and caravans... It's that magpie effect, where...before you know it, you can put [together] a programme."

Nathan was also keen to emphasise the value of the Programme in identifying areas where he has, so to speak, 'gotten it wrong'. The use of inclusive language was an important learning point here:

"You have to be open and think, "Oh, I've got that wrong...Looking at key wording,...I was jotting down a lot of the terminology [the tutor] was using."

Early stage implementation

While Nathan clearly recognised the value of learning from the workshop, it is interesting that he was keen to exercise caution in his approach to

implementing new knowledge. The Step Tool, for example, was noted as a useful first opportunity for embedding workshop learning into practice:

"I've started using the Step Tool [but it's] early stages... [I'm] trying to incorporate that into bits that I am already doing... [I]t might mean that I need to lose some of the stuff I have already been doing... [I'm] coming away with all those bits and pieces and thinking, "How is that going to fit? Does that fit together or do I need to lose something to make that fit?"

Impact on practice and pupils

The overall value of Programme attendance for Nathan's related to need for developing a 'stronger level of assessment' at his school and for building on his own model of 'Sensory PE' in particular. IPE attendance proved to be a valuable experience in contributing to both of these ends – progress and attainment for SEND learners:

"I was very interested with the assessment part. I was asking people about it during the lunch break. I think that's another good part of those courses is the networking, is the talking to other people."

And, thinking about assessment in relation to his working model of inclusive PE:

"I don't want it to become another play session. I want the children actually getting something from it. Whether it be enjoyment... physical literacy, [or] helping with their rehabilitation...It's [actually] quite good now, because, when we can't have Sensory PE, the children get a bit upset...I know it is working."

Implication

This case study reveals the importance of assessing participants' 'starting point's' prior to the workshop. We encourage participants to do this for their learners, so the lesson could very well extend to Programme specific learning for teachers. Nathan had a clear idea of what he wanted out of IPE. This will not be the case for all participants, who will need encouragement and support in articulating their current needs vis-a-vis inclusive practice. Clarifying these needs with participants will enable them to commit to learning intentions for the day. Nathan is perhaps an exception, and most participants will need to be counselled through this process; however, the importance of tailoring provision is reaffirmed in this case nonetheless.

Trainee Teacher Case Study 1 - Martin

Attending Sainsbury's Active Kids for All Inclusive PE Training exposes trainee teachers to expert knowledge and to role models that can shape their early experience and understanding of inclusive practice. Tutors can, and do, emphasise the importance of positivity and open-mindedness in one's delivery of PE to all pupils, regardless of their ability status.

Starting points

The first case study was with Martin, a secondary school trainee teacher enrolled on a PGCE PE course in a small-medium-sized university in the North West of England. Martin attended the Programme in his second month of term (Oct 2015), and we met to discuss his experiences subsequent to his final work placement in May 2016. Prior to attending, Martin noted that his exposure to instruction was predominantly university-based, led by his course tutor, and that it had been quite intensive:

“Brainwash is the wrong phrase, but you [PGCE students on course] had been having lessons drilled into you. You had been having activities...and ways in which to plan lessons and stuff.”

His primary exposure to teaching practice in these early stages had been, in his own words “Our course leader delivering to us, and then us [students] delivering to us”. Because of this, he felt eager to action and take ownership over what he was learning in the real world:

“Obviously, you're learning how to teach these different lessons, but then how do you put your personality into that...You can't just be like a robot...Obviously, [when] you get into school...it's very much different.”

Impact on knowledge

When asked how attending the Programme impacted his knowledge and practice, Martin initially acknowledged that it increased his self-awareness of how he was going to have to differentiate:

“It made you more aware of how you did certain things...and it made you understand how you're going to have to break those down and how you're going to have to change your tasks.”

However, as our discussion progressed, he made much more reference to the ways in which the IPE tutor impacted on and challenged his perceptions about what inclusion is about more generally:

“[T]he course...was based around being very positive [and] your attitude towards teaching.”

What the IPE tutor shared based on his own experience really resonated with Martin who recognised that this was applicable to teaching more generally, regardless of ability status.

“He really got the message across that...no two kids are the same. No two pupils that your encounter in any school are ever going to be the same...It's not just about SEN and disabilities...Inclusion is seen as special...something separate which it shouldn't be”

And Martin went on to share one of the tutor's more memorable clarifications, which resonated with him:

“You might [even] have two pupils who have the same disability, but they might look at [the activity] in different ways.”

Impact on practice

Interestingly, in this case study, Martin was less taken in by minor details of inclusive practice and task differentiation than by the overall philosophy of inclusion – of being positive in one's approach and delivery first and foremost, and then using this as the basis for interacting with *all* pupils:

“It's about being open-minded, isn't it? [It's]...I think a massive part of teaching...is your understanding of a situation. Nothing is ever going to be black and white, is it? So, it's about being open-minded to what you may have in your next class, your next day. What might happen?”

This was the real value of Programme attendance:

“I think it really put across the need to be not just [thinking] about teaching SEND pupils, but teaching all levels of ability...being positive in your delivery [and] understanding of situations...[T]o get across the message [that] being included [means] what can everyone get out of it...I just think that was quite a positive message that came over”

Implication

This case study reveals the importance to trainee teachers of a firm grounding in some of the more fundamental of inclusive principles, such as: developing awareness of one's own starting point, as well as the starting point of the learner; of positivity and open-mindedness in one's approach to lesson planning and delivery; and an understanding that being sensitive to difference is an essential feature of the educational experience, rather a matter of exceptional cases. In the early stages of teacher training, it is clear that positive role models are needed – to champion these virtues and share their experience practising with and progressing pupils in PE based using inclusive principles.

Trainee Teacher Case Study 2 - Jessica

Attending Sainsbury's Active Kids for All Inclusive PE Training exposes trainee teachers to the 'language of inclusion', which is both memorable and immediately usable. Evidence suggests that it is also being cascaded by trainee teachers to already practising teachers who have not attended the Programme, and that it is even potentially attractive to prospective employers when trainee teachers try to differentiate themselves and secure teaching appointments post-PGCE.

Starting points

Our second teacher training case study was with Jessica, a PGCE PE student from a small-medium-sized university in the North West of England. Jessica was pursuing attended the Programme as a part of her course just days before going on her first school placement in October 2015. We met in May 2016 to reflect on her placement experiences and how she implement Programme-specific learning.

Impact on knowledge

When asked how attending the Programme impacted her knowledge and practice, we spoke at length about the 'language of inclusion' which had been used on the IPE course, and Jessica reported that key phrases and terms had really helped her to reaffirm and consolidate what she had (or ought to have) learned whilst on her PGCE course:

Jessica: *"He gave use that acronym. I know the first one is 'Space'. There's 'Space, 'Task' and 'Equipment'. I want to say 'Person'. Is it 'Person'?"*

Interviewer: *"'Person' or 'People', yes."*

Jessica: *"'People'? I was close!"*

And, thinking about it in more detail::

"If you think about, it's quite logical and...common-sense...something for you to remember. It's always been on a whiteboard here at [University]. I never knew what it was until that day."

Impact on practice

As far as the embedding of this Programme learning over time, when asked whether she had actually been using the STEP principle, Jessica responded:

"Yes, ...I feel like it's automatically in me now, if that makes sense."

Jessica had many examples of using STEP, and was willing and able to come up with new ones during our discussion. When asked to focus on:

Interviewer: *How much...you think that you have been using [it] in your own planning?"*

She responded:

Jessica: *"[For] everything. Every lesson"*

Interviewer: *"Really?"*

Jessica: *"Yes, because, for athletics, for instance, on the equipment front, you could have a tennis ball instead of shot-puts – for those who can't even pick up a shot-put. This is...what I've been doing these past two weeks...Space – tennis...Spending it on a half court or a full court. I could change it so the higher ability [students] have a full court...[w]hereas the lower ability have a half court, so they have more control."*

Impact on professional development

This knowledge of inclusive practice did not go unnoticed on Jessica's teaching placements:

Interviewer: *"It sounds like you've been working with a lot of people. Is there any new knowledge that you've given them?"*

Jessica: *[T]hey're learning from me...A great example is my football...The teacher who was watching me had no idea about football. She hated it. I did so many good differentiating and inclusive drills that she said, "You've just changed my outlook, Jess, on football and how I teach it...I'd never even thought about that...It's so easy."*

Encouragingly, towards the end of our discussion, Jessica was even willing to tie Programme-related learning back to her own professional development:

"That's what got me my new for September!"

Implication

This case study reveals the importance to trainee teachers of a firm grounding in the 'language of inclusion'. Trainee teachers find this a helpful reminder of when and how to differentiate, and that, overall, the language and lessons embedded within the STEP Tool and Inclusion Spectrum reaffirm and/or consolidate prior knowledge. Case study evidence indicates that this language of inclusion is also being cascaded to already practising teachers when trainee teachers go out on placement. This potentially provides a basis for interesting future project which link together the objectives of initial teacher training with teacher continuing professional development activities.

Trainee Teacher Case Study 3 - Colin

Attending Sainsbury's Active Kids for All Inclusive PE Training provides trainee teachers with subject knowledge and knowledge about differentiation strategies. Programme attendance emphasises the importance to effective differentiation of getting to know your learner.

Starting points

Case study 3 was undertaken with Colin, a trainee teacher with a secondary schools focus, who was undertaking a PGCE PE course in a small-medium-sized university in the midlands in the UK. In terms of Colin's starting point in relation to inclusive practice prior to attending the Programme, he noted that he had completed all of his work placements and that he had been able to experience a broad range of mixed ability pupils across each of these placements across the year on this course:

"I've had a really big mixed ability of pupils. Some... higher county performers and then...some...that have got multiple profound learning difficulties... real hard-hitting physical disabilities."

Prior to attending the IPE Programme then, Colin acknowledged that he was not only interested in increasing his overall subject knowledge for teaching PE, but that knowledge about differentiation strategies were "primary target" of his to work on.

Impact on knowledge and practice

Colin's prior knowledge was grounded in a sporting background which said he had for the majority of his life. And he complained about the general lack of planning according to varying levels of ability:

"I don't know about you, but in my experience I've had classes that hadn't been set particularly based on ability and you would have a pupil who is extremely low ability with multiple learning difficulties against a county football player."

This, he noted based on personal experience:

"...opens us a lot of opportunities for misbehaviour, particularly from pupils that disengage themselves very quickly with sport."

When asked by the interviewer how attending the Programme has helped him with classroom management in the meantime, i.e. where he feels he is at currently, Colin responded:

"I'm feeling a lot more competent in being able to adapt activities using simple principles."

Colin noted in particular the importance which had been attributed differentiation strategies on the

Programme, emphasising towards the end of the interview that inclusive practice is, in essence, the practice of effective differentiation:

"[A] big part of what I've learned throughout...this course is that...differentiated tasks have saved my life so many times."

Confident in his ability, and hitting on a number of the fundamental principles around which the IPE Programme delivery is based, he stated that he:

"...can set pupils off with different tasks at different paces and monitor their progress."

and that he is now able :

"...to adapt and tailor to a specific pupil's needs."

Impact on practice and pupils

When prompted to discuss specific inclusive practice cases that he has worked with over the course of his PGCE, Colin emphasised working with a pupil with a visual impairment. The course, he reported, helped him with planning for and with this learner. In particular, Programme attendance had

"...enhanced my knowledge of planning for differentiation and planning to know my pupil."

This experience taught Colin to actively seek out more knowledge on the pupil – knowledge about what the pupil can and wants to do. He stated:

"It's about knowing your pupil...I just ended up speaking to him and sort of saying like, "How can I make this lesson better for you?"."

As far as effective inclusive practice on a case-by-case basis is concerned then, Colin attributed a large proportion of success in this context to the simplicity and ease of use of the STEP tool:

"[T]hat for me is specifically where the STEP principle has supported me in a lesson in a very challenging situation...[T]hat then carried on to build a positive relationship with the pupil...[I]t worked, a success to be fair."

Colin's emphasised his student completed the task differently, but still completed the task and achieved the outcome nonetheless.

Implication

This case study reveals the importance to trainee teachers of a firm grounding in inclusive principles and exposure to practice experiences of differentiated PE. Colin understood the importance of being able to adapt activities to suit individual learners. Perhaps more importantly, the case provides a success story, rationale and evidence for the effectiveness, of getting to know and finding ways to engage learners.

Trainee Teacher Case Study 4 - Sarah
Attending Sainsbury's Active Kids for All Inclusive PE Training increases trainee primary school teachers' awareness of the range of special educational needs and disabilities (SEND) which they will potentially encounter to factor into their delivery of inclusive PE. Case study evidence indicates that trainee teachers regard differentiation as a fundamental teaching standard because of this and turn to the STEP model first and foremost when differentiating in practice.

Starting points

The fourth teacher training case study was with Sarah, who was undertaking a PGCE course with a secondary schools focus at a small-medium-sized university in the Midlands. The IPE Programme was embedded within this course, and our discussion was undertaken whilst she and her classmates were back on campus for a day of lectures towards the end of final placements (April 2016). In our discussion, Sarah emphasised how the Programme had increased her awareness of diversity within the classroom, and of the size of classes more generally that teachers have to work with today. Both of these she acknowledged were going to be major challenges that she would now be faced with going into her first teaching appointment in September:

“And I think it's the size of the class as well you get now. There's so many in schools and there are- I had a class of 45. So you've got somebody that's a county netballer and then you've got somebody who's never caught a ball in their life. What do you do in that class?”

Impact on knowledge

Reflecting on the items of new knowledge from attending the IPE workshop, Sarah noted first and foremost that it had increased her awareness of the range of special educational needs and disabilities with which she could potentially encounter as a teacher, and which she would potentially need to factor into her delivery of high quality inclusive PE. This increased knowledge was facilitated by means of a group task which the tutor incorporated in her version of the IPE Programme:

“I think what made me more aware [of the challenges to inclusive practice] is the amount of disabilities. [O]ne of our tasks [during the workshop] was to jot down as many disabilities and the amount that came up on the board was ridiculous that you don't think of...And also, the

categories they come under. They come under so many different categories...[T]hat's probably what made me aware...[W]e all got into groups and they said discuss. I think it was about groups of five, “Discuss how many disabilities you know.”

Additionally, despite the value she attributed to this activity during the workshop, Sarah also noted how the Programme had changed her perceptions about inclusive physical education more broadly. It was not simply going to be a matter of working with and progressing SEND learners. Perhaps controversially, she claimed that inclusive teaching practice:

“...isn't just for the less able, it's for the more able too...But I think in teaching, too many people of the less able and spend too much time with them.”

Impact on practice

Because of this need to work with higher and lower ability pupils as a matter of inclusive practice, Sarah acknowledged that the most important teaching standard today is the mastery of 'differentiation'. Once again, the STEP tool was mentioned as the 'go-to' model of choice in this context:

“I think the acronym, everybody remembers acronyms, and STEP is something that you'd say...when you think of differentiation. That's the first thing you do. You don't...think of anything else.”

STEP builds upon and brings together prior learning; and it becomes both quickly and deeply embedded within Programme attendee's language of instruction:

“[We] were able to access the PowerPoint...but then you don't...eventually you don't need to go back to it, because it's automatically in your brain. You remember it.”

Implication

This case study reveals how the IPE Programme successfully makes trainee teachers aware of the potential range of special educational needs and disabilities that they are potentially going to encounter over the course of a career as a teacher. Trainee teachers value this 'reality check', and it is clear that the Programme invites them to think critically about the feasibility of inclusion and inclusive practice. Critical thinking is a skill that trainee teachers will be expected to develop over the course of their PGCE course, and therefore has the function of a latent, or value-added, outcome of Programme attendance. Activities embedded as groupwork within the IPE Programme are noted as particularly used in achieving these ends – in this case, in relation to grounding the importance to trainee teachers of their need to master differentiated learning.

Trainee Teacher Case Study 5 - Katie

Attending Sainsbury's Active Kids for All Inclusive PE Training exposes trainee primary school teachers to knowledge and practical tools that can be of use beyond PE. Case study evidence shows trainee teachers successfully using the STEP tool in the context of lesson planning for PE as well as in other curriculum subjects that incorporate multimodal, multisensory and / or practical learning – for example, science.

Starting points

A fifth teacher training case study was undertaken with Katie, a PGCE student from a small-medium-sized university in London. Katie was pursuing a primary schools focus, and the Programme was embedded within her PGCE course. We met as a part of broader visit to her university in April 2016, arranged to discuss trainee primary teachers' exposure to PE whilst on placement and the opportunities that arose for them to incorporate IPE principles. Like many of her classmates, there was a limited amount of PE taught during the placement:

“They [school] didn't teach much PE...Like, it wasn't very specific, I'd say. She [class teacher who Katie shadowed] would get something off the internet and the just do that really. So she wasn't really planning it [PE] herself and, sometimes, if the hall was [being] used, she'd just be like, “Oh, maybe we won't do it today”, or something like that.”

Katie's exposure to PE on placement was primarily during her teacher's PPA. Despite these limitations, Katie made the most of the opportunity to learn from the external PE provider:

“I helped out with...those lessons...I wanted to see how they did their lessons differently to how my teacher would”

Impact on knowledge

Although her focus was not solely PE, and the limited exposure to PE whilst on placement meant that opportunities for re-calling IPE learning could potentially have been diminished, when asked about whether there was anything that she remembered about the IPE Programme, Katie stated that:

“When I planned here, [I] always use[d] STEP...So, in the lesson, I'd see how I could differentiate using that...That was a big part [of] when I was planning for the SEN child [in my class] as well...So I used that and...The Inclusion Spectrum”

Impact on practice

As far as actual planning for PE was concerned, Katie had both a high level of knowledge and working understanding of the STEP tool in practice:

Interviewer: “[Y]ou talked about planning a...lesson, how would you plan...through STEP?”

Katie: “[T]here is a part of the lesson plan where it [asks] about specific children's needs...I'd use the STEP model to...change the space. So, could they move further apart? Could the move closer together? How would they change the equipment? Could they use a smaller ball, a bigger ball? How could they change the people that they were working with? Could they be in a bigger group, a smaller group, on their own? [S]ometimes [I] would differentiat[e] by outcome. So, I could give an example and they could either choose to copy my example or, if they were more able, they would go off and make their own ideas. Then it's more in their control about the differentiation.”

While potentially limited in the context of this case study, the primary schools focus also enabled Katie to use IPE learning in a broader way than was expected by the evaluation team:

Interviewer: “[Y]ou used the STEP tool...for planning in general?”

Katie: “Yes...especially in PE, but you could...I did use it in science. You can use it in science.”

Interviewer: “That's very interesting.”

Katie: “I used it during our experiment in science. So, each table had different equipment and they [students] could choose which equipment they wanted to use...giving them a choice [for the purposes of] differentiation [of] what they were more comfortable using.”

Interviewer: “[T]here was...cross-curricular value?”

Katie: “Yes, I think so.”

Implication

This case study reveals the importance to trainee primary teachers of the learning opportunities which are in and through PE. It is an important reminder that PE delivery should not be fully 'outsourced' and that teachers' presence within lessons reaffirms to their pupils the importance of physical *education*. More concretely, the case study reveals the uses and relevance of the STEP tool for primary teachers beyond PE – particularly in subjects which have a multisensory and / or practical component. Not only the importance of physical *education*, but the cross-curricular relevance and value of PE and PE-related pedagogical tools are thus reinforced in this context.

Trainee Teacher Case Study 6 - Craig

Attending Sainsbury's Active Kids for All Inclusive PE Training provides trainee primary school teachers knowledge and practical tools which enable them to tailor and work flexibly within already existing PE curriculum frameworks. Case study evidence shows trainee teachers successfully identifying and being confident in taking legitimate risks with SEND learners that facilitate progression in PE.

Starting points

Our sixth and final teacher training case study was with Craig, who was undertaking a PGCE primary course at a small-medium-sized university in London. IPE was embedded within this course, and our discussion was part of broader visit to his university in April 2016. The focus here was on trainee primary teachers' exposure to PE whilst on placement and the opportunities that arose for them during placement for the trialling of IPE principles.

As is increasingly common today, the placement school Craig attended was using its PE and sports premium for an externally-derived prescribed scheme of work which was being used for the design and delivery of over fifty per cent of PE lessons:

Interviewer: “[H]ow many lessons [did you deliver] across the whole placement”

Craig: “I would say three lessons on my own.”

Interviewer: “Did you have any ownership over the planning?”

Craig: “Very much it was prescribed...[D]on't deviate...[T]hey [school] were very much set that they were going to progress through each scheme of work...through each term...so they didn't want to do anything off-piste as such”

The relevance of IPE learning for Craig was therefore to be negotiated within these perceived constraints.

Impact on pupils

Craig talked about how, in his Year 1 class, there was a girl with scoliosis of the spine and that PE was very much a case of tailoring the aforementioned prescribed curriculum. Rather than identifying her actual ability, preferences, and therefore meeting the needs of the child, however, Craig observed that:

“[A] lot of it [instruction] was hesitant around teaching PE with her [even] though she wanted that independence [of] being able to do it herself, and wanting to take part in the...activities...It was quite interesting, and I think that sports coach was

very much fearful. He didn't want to take the risk, I think, obviously, because he only came in once a week, he didn't want the pressure of that.”

When Craig was finally given the opportunity to deliver the class, he focused on the positives and:

“...was like, “She has a one-to-one support, let's utilise that, let's make sure that she does get involved. And if she is not comfortable with something then she can retract...herself, at her own pace and still take part and not be excluded...I think she was excluded a couple of times before...But with working together we managed to include her as well, which I think was quite important really.”

Impact on practice

Though he was mostly only in an observing or helping role on PE days, Craig's acknowledged how IPE training had enabled him to identify 'legitimate risks' that would support progression in SEND learners. Not only does IPE attendance increase confidence, therefore; it enables trainee teachers to become less risk-averse when working with SEND learners, to use all of the resources at their disposal, and reframe perceived risks (on the part of the teacher) as potential learning opportunities (for the benefit of the child). This confidence is something Craig felt that the teacher he was working with whilst on placement did not have:

Craig: “So, I think maybe [there is an issue of] schools not being fully aware of these models, like the Black and Stevenson model [i.e. the Inclusion Spectrum], where they haven't had sufficient training. Because my teacher was like, “I have always tried to avoid teaching PE; I don't feel comfortable doing it. And, especially with this girl in the class, I really don't want to do it.”

Implication

This case study reaffirms some things we already know about primary school teachers' confidence and hesitancy regarding the inclusion of SEND pupils in PE (and the delivery of PE more generally). It also highlights potential dangers to pupil learning of externally-derived and overly prescribed PE curriculum framework which, clearly, neither seek to identify nor seek to satisfy the needs and preferences of the child. Progression of the scheme of work is given priority over progression of the child. Craig's experience reassures us that opportunities exist, and that IPE learning enables teachers to tailor PE and therefore lend flexibility to even the most overly prescribed schemes of work. The notion that legitimate risk is a fundamental aspect of development, growth and therefore learning is also reinforced in this case study.

Summary and recommendations

Findings demonstrate a statistically significant increase in participants' self-efficacy, confidence and competence following IPE participation. A large percentage of participants also reported that workshop participation had an impact on their knowledge and practices as well as on the experiences and attainment of their pupils. Qualitative evidence (case studies) showed that workshop participants were able to articulate the nature of change in their knowledge, practice, and pupils as a result of workshop attendance.

Therefore, more school staff needs to be encouraged to participate and engage in the IPE Programme (recommendation 1). Trainee teachers had the largest net increase in perceived confidence, competence and SE over time. **Further investment in ITE-CPD, and engagement of ITE institutions with the programme, is a necessity to reach and educate the future generation of teachers** (recommendation 2).

There is strong evidence to suggest that workshop participants cascade knowledge to school colleagues, with an average cascade figure of five per respondent. These findings cannot be generalized to the wider workshop population due to the small sample size at T3. **More robust systems for evaluating post-workshop cascade activities are thus needed** (recommendation 3) to be able to draw strong conclusions about cascading. **The importance of cascading new knowledge to colleagues back at school should also be reaffirmed by tutors.** This could be incorporated as a final take-home message for participants, and would work well towards the end of delivery on a "What else can I do to promote inclusion?" slide." Evidence from case studies and open-ended responses (T2) also suggest that **a revision of the support resources available to participants is necessary to support the implementation and cascade processes in schools** (recommendation 4).

Participants were overall positive about the quality of the workshop and about their post-workout intentions. From the participants' perspectives, to further enhance the workshop experience, programme designers should consider incorporating **opportunities for participants to observe effective inclusive teaching in-action through cost-effective means (video evidence)** (recommendation 5). Future tutor development days should also **reinforce the importance of high quality practical experiences** as it was the design feature positively correlated to

reported changes in outcome measures (recommendation 6). Workshop material could also encourage tutors to **implement tasks covering a wide range of activity areas and gameplay scenarios** (recommendations 7).

Systematic workshop observations showed that elements of effective CPD delivery were embedded in most workshops; but also variation in the quality of workshop implementation was evident. It is thus recommended that **tutors need further support in developing their understanding on best practice facilitation approaches and tailoring provision** (recommendation 8) in order to: (i) make effective pedagogical interventions to enhance / deepen participants' knowledge (high quality tutor input); and (ii) support participants to experiment with and evaluate (scrutinise) approaches to inclusion as well as to synthesise new with existing understandings (tailoring provision). To capitalise on tutors' wealth of knowledge and experience, it is recommended that **tutors have opportunities to share good practice and exemplary experience either via themed tutor development days and/or online portal** (recommendation 9). As workshop duration does not appear to be a significant factor to CPD effectiveness (no links to outcome measures), and participants would value resources to support implementation and cascading, in order to engage and educate even more teachers, **a blended learning approach, combining a shorter workshop with post-workshop online resources**, is recommended (recommendation 10).

References

- Block, M.E., Hutzler, Y., Barak, S. & Klavina, A. (2013) Creation and validation of the self-efficacy instrument for physical education majors toward inclusion. *Adapted Physical Activity Quarterly*, 29, 184-205.
- Desimone, L.M. (2009) Improving Impact Studies of Teachers' Professional Development: Toward Better Conceptualisations and Measures. *Educational Researcher*, 38 (3), 181-199.
- European Agency for Development in Special Needs Education (EADSNE) (2012) *Teacher education for inclusion: Profile of inclusive teacher* (Odense, Denmark: Author).
- Hodkinson, A. (2012) Illusionary inclusion – what went wrong with New Labour's landmark educational policy? *British Journal of Special Education*, 39 (1), 4-11
- Humphries, C.A., Hebert, E., Daigle, K. & Martin, J. (2012) Development of a physical education teaching efficacy scale. *Measurement in physical education and exercise science*, 16, 284-299.
- Ingvarson, L., Meiers, M. & Beavis, A. (2003) *Evaluating the quality and impact of professional development programmes*. In: 'Building teacher quality' research conference 2003. Proceedings' edited by M Meiers, pages 28-34 (Melbourne: ACER).
- Makopoulou, K. & Thomas, G. (2017) Educating Teachers for Effective Inclusive Pedagogies. In: C.D. Ennis (Eds) *Routledge Handbook of Physical Education Pedagogies* (London: Routledge).
- Martin, J. J., McCaughy, N., Hodges-Kulinna., & Cothran. D. (2008) The influences of professional development on teachers' self-efficacy toward educational change. *Physical Education and Sport Pedagogy*, 13(2), 171-190
- Stake, R.E. (2005) 'Case studies'. In N.K.Denzin & Y.S. Lincoln (Eds) *Handbook of Qualitative Research* (3rd Ed.) (London: Sage publications)
- Stevenson, P. (2009) 'The pedagogy of inclusive youth sport: working towards real solutions'. In *Disability and Youth Sport*, edited by H. Fitzgerald, 119-131 (London: Routledge).
- Taylor, I., & Ntoumanis, N. (2007) Teacher motivational strategies and student self-determination in physical education. *Journal of Educational Psychology*, 99, 747-760.
- OECD (2009) Creating effective teaching and learning environments. Available at: <https://www.oecd.org/edu/school/43023606.pdf>
- Thomas, G. (2013) A review of thinking and research about inclusive education policy, with suggestions for a new kind of inclusive thinking. *British Educational Research Journal*, 39 (3), 473–490

APPENDIX A – BASELINE QUESTIONNAIRE (T1)

In this questionnaire, we wish to collect some baseline information about you, your school, and your perceived competence and confidence (self-efficacy). In order to be able to track your responses over time, please provide your date of birth. All information obtained is anonymous and will be treated in strict confidence. By completing this questionnaire, you give your informed consent to participate in the study.

Please answer all items

You will need approximately 3 minutes to complete this questionnaire.

PART ONE – ABOUT YOU

Date of birth: Gender (please circle): Male Female

How many years have you been in the profession?

Where do you work (please tick)?

Primary school

Secondary school

Special school

Other [please specify]

What is your role in the school? (e.g., SGO, PE teacher, primary teacher and PE coordinator, teaching assistant)

What are your academic qualifications (if applicable)? (e.g., BSc in primary education, MSc in PE)

PART TWO: ABOUT YOUR SCHOOL

The following items examine your views about school policies, practices and values in relation to inclusion as well as the existing opportunities to learn with colleagues.

Please identify the extent to which you agree or disagree with the following statements. There are seven options: from 1 – ‘not at all in agreement’ to 7 – ‘completely in agreement’.

IN YOUR SCHOOL....	Not at all in agreement		Somewhere in the middle			Completely in agreement	
	1	2	3	4	5	6	7
Inclusion is a high priority for all (staff, governors, students, and parents/carers)	1	2	3	4	5	6	7
There are high expectations for all students, including SEND students	1	2	3	4	5	6	7
The school makes its buildings physically accessible to all people	1	2	3	4	5	6	7
Adequate equipment is available to cater for those with disabilities	1	2	3	4	5	6	7
Support staff are available for in-class support when required	1	2	3	4	5	6	7
Students ‘at risk’ are carefully monitored and steps are taken to ensure their presence, participation and achievement	1	2	3	4	5	6	7
Teachers and support staff collaborate to improve existing inclusion practices	1	2	3	4	5	6	7
The PE curriculum is developed taking into consideration the different abilities and needs of all students	1	2	3	4	5	6	7
The students in my class, including SEND students, have access to high quality PE	1	2	3	4	5	6	7
All students in my class, including SEND students, learn together regardless of their (dis)abilities	1	2	3	4	5	6	7
SEND students access a range of extra-curriculum PE activities	1	2	3	4	5	6	7
There are opportunities to cascade knowledge to colleagues after CPD attendance	1	2	3	4	5	6	7
There is a strong collaborative culture and I often share good practice with colleagues	1	2	3	4	5	6	7

PART THREE: YOUR SELF-EFFICACY (CONFIDENCE)

The following items are related to your self-efficacy. Self-efficacy has been defined as one's belief in one's ability to succeed in specific situations. There are seven possible responses: from 1 – 'no confidence' to 7 – 'complete confidence'.

HOW CONFIDENT ARE YOU IN YOUR ABILITY TO:	No confidence			Somewhere in the middle		Complete confidence	
	1	2	3	4	5	6	7
Change a task if it is too easy so that a highly skilled student is challenged	1	2	3	4	5	6	7
Change a task to make it easier for a student who is having trouble achieving in this task	1	2	3	4	5	6	7
Give different tasks to different groups of learners (at the same time) to meet their diverse needs	1	2	3	4	5	6	7
Modify the space an activity is carried out to vary the challenge for different learners	1	2	3	4	5	6	7
Adapt equipment to support all students, including SEND students, to learn	1	2	3	4	5	6	7
Design competitive experiences that are inclusive of young people of all abilities	1	2	3	4	5	6	7
Support all students, including SEND students understand where they are in their learning, where they need to go next and how to get there	1	2	3	4	5	6	7
Assess students' learning and use this information to further their learning	1	2	3	4	5	6	7
Provide opportunities to all students, including SEND students, to be independent learners	1	2	3	4	5	6	7
Support all students (inc. SEND), who experience difficulties in carrying out a task, think about finding solutions themselves	1	2	3	4	5	6	7

PART FOUR – YOUR CONFIDENCE

The item below focuses on your confidence to deliver high quality inclusive PE experiences in a 0-10 point scale with 0 = not at all confident and 10 = completely confident.

How confident do you feel to deliver a high quality inclusive PE experience for all young people? 0 1 2 3 4 5 6 7 8 9 10

PART FIVE – YOUR COMPETENCE

The item below focuses on your competence to deliver high quality inclusive PE experiences in a 0-10 point scale with 0 = not at all competent and 10 = completely competent.

How competent do you feel to deliver high quality inclusive PE experience for all young people? 0 1 2 3 4 5 6 7 8 9 10

Many thanks for completing this questionnaire

Kyriaki Makopoulou

APPENDIX B – END-OF-WORKSHOP QUESTIONNAIRE (T2)

The purpose of this questionnaire is twofold: (i) to capture your views of the workshop experience; and (ii) to measure your confidence and competence in relation to inclusion. You will need approximately 5 minutes to complete this questionnaire. By completing this questionnaire, you give your informed consent to participate in the study.

Please answer all items

Please add your date of birth in order to be able to track your responses over time.

Date of birth

PART ONE – ABOUT THE WORKSHOP

If applicable, please identify one thing that you've learned today

In your view, what was the best (i.e. most valuable) aspect/s of the workshop today?

How could this workshop improve – what would you change / add?

The following statements seek to explore your views on certain aspects of the workshop. Please indicate the extent to which you agree or disagree with each statement. There are seven possible responses: from 1 – ‘not at all in agreement’ to 7 – ‘completely in agreement’.

About the workshop experience....	Not at all in agreement		Somewhere in the middle			Completely in agreement	
	1	2	3	4	5	6	7
I had opportunities to question existing perceptions about inclusion	1	2	3	4	5	6	7
I had opportunities to put ideas forward about effective inclusive teaching and learning	1	2	3	4	5	6	7
I had opportunities to share knowledge, experiences and ideas with other participants and the tutor/s	1	2	3	4	5	6	7
A good balance between theory and practice was achieved	1	2	3	4	5	6	7
The content of the workshop was ‘innovative’; i.e. new ways to include all students in PE lessons were demonstrated and explained	1	2	3	4	5	6	7
The workshop was tailored to my needs – it answered my pressing questions about inclusion	1	2	3	4	5	6	7
The inclusion strategies identified are feasible	1	2	3	4	5	6	7
I intend to implement the new inclusion strategies in my PE lessons	1	2	3	4	5	6	7
I intend to engage with the online resources in order to expand/deepen my knowledge	1	2	3	4	5	6	7
I intend to cascade new knowledge to my school colleagues	1	2	3	4	5	6	7
I will recommend this workshop to colleagues	1	2	3	4	5	6	7
Overall, the workshop was worth the time away from my pupils	1	2	3	4	5	6	7

PART TWO: YOUR SELF-EFFICACY (CONFIDENCE)

The following items are related to your self-efficacy. Self-efficacy has been defined as one's belief in one's ability to succeed in specific situations. There are seven possible responses: from 1 – 'no confidence' to 7 – 'complete confidence'.

HOW CONFIDENT ARE YOU IN YOUR ABILITY TO:	No confidence			Somewhere in the middle			Complete confidence
Change a task if it is too easy so that a highly skilled student is challenged	1	2	3	4	5	6	7
Change a task to make it easier for a student who is having trouble achieving in this task	1	2	3	4	5	6	7
Give different tasks to different groups of learners (at the same time) to meet their diverse needs	1	2	3	4	5	6	7
Modify the space an activity is carried out to vary the challenge for different learners	1	2	3	4	5	6	7
Adapt equipment to support all students, including SEND students, to learn	1	2	3	4	5	6	7
Design competitive experiences that are inclusive of young people of all abilities	1	2	3	4	5	6	7
Support all students, including SEND students, understand where they are in their learning, where they need to go next and how to get there	1	2	3	4	5	6	7
Assess students' performance and use this information to further their learning	1	2	3	4	5	6	7
Provide opportunities to all students, including SEND students, to be independent learners	1	2	3	4	5	6	7
Support all students (inc. SEND), who experience difficulties in carrying out a task, think about finding solutions themselves	1	2	3	4	5	6	7

PART THREE – YOUR CONFIDENCE AND COMPETENCE

The item below focuses on your confidence to deliver high quality inclusive PE experiences in a 0-10 point scale with 0 = not at all confident and 10 = completely confident.

How confident do you feel to deliver a high quality inclusive PE experience for all young people? 0 1 2 3 4 5 6 7 8 9 10

The item below focuses on your competence to deliver high quality inclusive PE experiences in a 0-10 point scale with 0 = not at all competent and 10 = completely competent.

How competent do you feel to deliver a high quality inclusive PE experience for all young people? 0 1 2 3 4 5 6 7 8 9 10

PART FOUR – PE AT YOUR SCHOOL

Reflecting upon the existing PE provision at your school, how would you respond to the following statements? There are seven options: from 1 – ‘not at all in agreement’ to 7 – ‘completely in agreement’.

The PE curriculum is developed taking into consideration the different abilities and needs of all students	1	2	3	4	5	6	7
The students in my class, including SEND students, have access to high quality PE	1	2	3	4	5	6	7

Many thanks for completing this questionnaire

Kyriaki Makopoulou

END

APPENDIX C – WORKSHOP OBSERVATION PROTOCOL (THEORY COMPONENT)

	Content	Theory										Questions and feedback							Tailoring provision			
		TI theory of instruction	TI - example	TI - application	TI - other	TI - autonomy	or	Group task	Individual task	Share outcomes	Share experiences	Discussion	Notes	TF praise	TF alternative	TQ	PQ	Type				
																		Open		Closed	Why - Probing	experience
1		TI V	TI E	TI A	TI	P/R	G T	IT	S O	SE	D		TFP	TF A			OQ	CQ	PR	RE		
2		TI V	TI E	TI A	TI	P/R	G T	IT	S O	SE	D		TFP	TF A			OQ	CQ	PR	RE		
3		TI V	TI E	TI A	TI	P/R	G T	IT	S O	SE	D		TFP	TF A			OQ	CQ	PR	RE		
4		TI V	TI E	TI A	TI	P/R	G T	IT	S O	SE	D		TFP	TF A			OQ	CQ	PR	RE		
5		TI V	TI E	TI A	TI	P/R	G T	IT	S O	SE	D		TFP	TF A			OQ	CQ	PR	RE		
6		TI V	TI E	TI A	TI	P/R	G T	IT	S O	SE	D		TFP	TF A			OQ	CQ	PR	RE		
7		TI V	TI E	TI A	TI	P/R	G T	IT	S O	SE	D		TFP	TF A			OQ	CQ	PR	RE		
8		TI V	TI E	TI A	TI	P/R	G T	IT	S O	SE	D		TFP	TF A			OQ	CQ	PR	RE		
9		TI V	TI E	TI A	TI	P/R	G T	IT	S O	SE	D		TFP	TF A			OQ	CQ	PR	RE		
10		TI V	TI E	TI A	TI	P/R	G T	IT	S O	SE	D		TFP	TF A			OQ	CQ	PR	RE		
11		TI V	TI E	TI A	TI	P/R	G T	IT	S O	SE	D		TFP	TF A			OQ	CQ	PR	RE		
12		TI V	TI E	TI A	TI	P/R	G T	IT	S O	SE	D		TFP	TF A			OQ	CQ	PR	RE		

APPENDIX D – WORKSHOP OBSERVATION PROTOCOL (PRACTICAL COMPONENT)

	Content	Theory/Discussion							Practical								Questions and feedback						Notes			
		TI theory of instruction	TI - example	TI - application	TI - other	TI - policy or research	Share experiences	Discussion	Tutor led activity	Vicarious experience	Rationale explained	Design activities	Share outcome (describe task)	explain next task	Teach	Notes	TF praise	TF alternatives	TQ	PQ	Type					
																					Open	Closed		Why - Probing	experience	
1		TI V	TI E	TIA	TI	P/R	SE	D	TL	VE	R	DA	SO	ER		T		TFP	TFA			OQ	CQ	PR	RE	
2		TI V	TI E	TIA	TI	P/R	SE	D	TL	VE	R	DA	SO	ER		T		TFP	TFA			OQ	CQ	PR	RE	
3		TI V	TI E	TIA	TI	P/R	SE	D	TL	VE	R	DA	SO	ER		T		TFP	TFA			OQ	CQ	PR	RE	
4		TI V	TI E	TIA	TI	P/R	SE	D	TL	VE	R	DA	SO	ER		T		TFP	TFA			OQ	CQ	PR	RE	
5		TI V	TI E	TIA	TI	P/R	SE	D	TL	VE	R	DA	SO	ER		T		TFP	TFA			OQ	CQ	PR	RE	
6		TI V	TI E	TIA	TI	P/R	SE	D	TL	VE	R	DA	SO	ER		T		TFP	TFA			OQ	CQ	PR	RE	
7		TI V	TI E	TIA	TI	P/R	SE	D	TL	VE	R	DA	SO	ER		T		TFP	TFA			OQ	CQ	PR	RE	
8		TI V	TI E	TIA	TI	P/R	SE	D	TL	VE	R	DA	SO	ER		T		TFP	TFA			OQ	CQ	PR	RE	
9		TI V	TI E	TIA	TI	P/R	SE	D	TL	VE	R	DA	SO	ER		T		TFP	TFA			OQ	CQ	PR	RE	
10		TI V	TI E	TIA	TI	P/R	SE	D	TL	VE	R	DA	SO	ER		T		TFP	TFA			OQ	CQ	PR	RE	
11		TI V	TI E	TIA	TI	P/R	SE	D	TL	VE	R	DA	SO	ER		T		TFP	TFA			OQ	CQ	PR	RE	

APPENDIX D – WORKSHOP OBSERVATION PROTOCOL (EXPLANATION OF CODES)

Workshop observation tool revised - Theory

- *Content (open-ended)*: Outline what material is covered (e.g., IS, STEP, Assessment, Resources etc.). Note if content is **not** relevant (NR).
- *Tutor input – theory of instruction (TI)*: Tutor input or discussions about the theory that underpins and informs effective inclusive teaching (inclusive spectrum and STEP tool).
- *Tutor input – theory of instruction – use of videos (V)*: Circle V (in the same column) when tutors use video resources to explain the theory of instruction
- *TI example (TIE)*: When tutors offer an example to explain the theory.
- *TI application (TIA)*: When tutors draw upon a personal experience to illustrate how effective inclusion has been applied in schools (e.g., example of how they worked with a specific school or learner to change the way PE was provided).
- *Tutor input theory (TI)*: This should be recorded when tutors provide any other information (e.g., effective teaching) that is not directly linked to the theory of instruction.
- *TI policy or research (P/R)*: Note when tutors draw upon policy (e.g., OFSTED) or research to support their views / assumptions about effective inclusion.
- *Group task (GT)*: Any learning opportunity that involves participants in working in groups to address a task or answer a question set by the tutor or other participants.
- *Individual task (IT)*: Any learning opportunity that involves participants working alone to come up with answers to tutors' or others' participants (e.g., action plan).
- *Share outcomes (SO)*: This refers to the opportunities provided for individuals or groups to share with the rest of the participants the outcome of their group (or individual) endeavours (e.g., what are the features of outstanding inclusive PE).
- *Share experiences (SE)*: This applies to the event that participants share what they already 'do' in the context of their own schools. This includes not only effective/ineffective inclusive practices but also interactions with parents and other practitioners in their efforts to include pupils with diverse needs. This code is also linked to the theme of tailoring provision. Clear reference to existing experiences, school practices need to be made in order to record this.
- *Discussion (D)*: General discussion...When participants engage in discussions about effective inclusion or any other relevant points (e.g., sharing perceptions).
- *Notes*
- *Tutor feedback praise (TFP)*: This refers to the occasion that tutors provide positive feedback on participants' efforts or responses.
- *Tutor feedback alternatives (TFA)*: This should be recorded when tutors evaluate the outcome of participants' responses and offers alternative ideas on how to provide effective inclusive experiences.
- *Tutor question (TQ)*: How many questions do tutors ask? Tick when tutors ask questions – if more than one questions are raised during the first 30 seconds (when recording is taking place), add the equivalent number of ticks or number.
- *Participant question (PQ)*: How many questions do participants ask? Tick when participants ask questions – if more than one questions are raised during the first 30 seconds (when recording is taking place), add the equivalent number of ticks or number.
- *Type of questions*: open, closed, probing (does the tutor ask participants to elaborate / expand on their views / responses? Do they ask them to explain why?) and recall (Q&A). Do tutors ask participants what they are already doing? - I need to add a description of open and closed questions.

- *Tailoring provision*: Is the workshop driven by participants' questions? Do tutors check participants' existing knowledge and practices and do they use this information to support them grow / progress? Are examples (TI) provided driven by participants' questions? In relation to drawing upon participants' prior knowledge and practice, use the following framework to code the ways in which tutors tailor provision:
 - Stage 1 (Trainer asks participants for specific examples of practice in their work situations e.g. examples of lesson plans);
 - Stage 2 (Trainer encourages participants to reflect upon and evaluate the lesson plan/example cited for elements of inclusivity);
 - Stage 3 (Trainer asks participants to modify, develop or extend specific lesson plan to increase inclusivity); and
 - Stage 4 (Trainer encourages participants to consider to what extent the revised/new plan will meet the needs of all students – including focus on specific students with identified unmet needs and reflect on its potential effectiveness for inclusivity).

Workshop observation tool revised - Practical

In the context of this evaluation, practical experiences are defined as professional learning activities that enable participants to apply pedagogical principles through kinaesthetic means, and design practical inclusive experiences. It is also anticipated that participants will have opportunities to discuss elements of effective practice and the observation protocol needs to allow space for the recording of such opportunities (even if they are not kinaesthetic experiences).

- *Content (open-ended)*: Outline what material is covered (e.g., IS, STEP, Assessment, Resources etc.). Note if content is **not** relevant (NR).
- *Tutor input – theory of instruction (TI)*: Tutor input or discussions about the theory that underpins and informs effective inclusive teaching (inclusive spectrum and STEP tool).
- *Tutor input – theory of instruction – use of videos (V)*: Circle V (in the same column) when tutors use video resources to explain the theory of instruction
- *TI example (TIE)*: When tutors offer an example to explain the theory.
- *TI application (TIA)*: When tutors draw upon a personal experience to illustrate how effective inclusion can be evident in schools (e.g., example of how they worked with a specific school or learner to change the way PE was provided).
- *Tutor input theory (TI)*: This should be recorded when tutors provide any other information (e.g., effective teaching) that is not directly linked to the theory of instruction.
- *TI policy or research (P/R)*: Note when tutors draw upon policy (e.g., OFSTED) or research to support their views / assumptions about effective inclusion.
- *Share experiences (SE)*: This applies to the event that participants share what they already 'do' in the context of their own schools. This includes not only effective/ineffective inclusive practices but also interactions with parents and other practitioners in their efforts to include pupils with diverse needs. This code is also linked to the theme of tailoring provision. Clear reference to existing experiences, school practices need to be made in order to record this.
- *Discussion (D)*: General discussion...When participants engage in discussions about effective inclusion or any other relevant points (e.g., sharing perceptions).
- *Tutor led activity (TL)*: This applies when tutors design and deliver a practical activity to illustrate the theory of instruction or any other relevant point. This code does not include setting up equipment or explaining the task.
- *Vicarious experience (VE)*: This is when participants experience vicariously what the tutor has set up.

- *Rationale explained (R)*: This should be recorded when the tutors explains the purpose and importance of the activity provided or when links to LO are made.
- *Design activities (DA)*: This refers to tasks where participants work in groups (on individually) to develop and modify activities.
- *Share outcomes (SO)*: This refers to the opportunities provided for individuals or groups to share with the rest of the participants the outcome of their group endeavours (e.g., share how activities were modified to include diverse learners in the PE lessons). This is descriptive.
- *Share outcomes – explain rationale (ER)*: This should be recorded when participants, at their own volition or following tutors' encouragement, provide a detailed analysis/ rationale and explanation of the modifications made. Analysis or disucssion on how this modified activity could work with diverse learners is also provided.
- *Explain next task*: Tutors explains the next task or sets up equipment
- *Teach (T)*: This should be coded when participants have opportunities to teach to each other (or a group of learners) their outcomes.
- *Notes*
- *Tutor feedback praise (TFP)*: This refers to the occasion that tutors provide positive feedback on participants' efforts or responses.
- *Tutor feedback alternatives (TFA)*: This should be recorded when tutors evaluate the outcome of participants' responses and offers alternative ideas on how to provide effective inclusive experiences.
- *Tutor question (TQ)*: How many questions do tutors ask? Tick when tutors ask questions – if more than one questions are raised during the first 30 seconds (when recording is taking place), add the equivalent number of ticks or number.
- *Participant question (PQ)*: How many questions do participants ask? Tick when participants ask questions – if more than one questions are raised during the first 30 seconds (when recording is taking place), add the equivalent number of ticks or number.
- *Type of questions*: open, closed, probing (does the tutor ask participants to elaborate / expand on their views / responses? Do they ask them to explain why?) and recall (Q&A). Do tutors ask participants what they are already doing? - I need to add a description of open and closed questions.
- *Tailoring provision*: Is the workshop driven by participants' questions? Do tutors check participants' existing knowledge and practices and do they use this information to support them grow / progress? Are examples (TI) provided driven by participants' questions? In relation to drawing upon participants' prior knowledge and practice, use the following framework to code the ways in which tutors tailor provision:
 - Stage 1 (Trainer asks participants for specific examples of practice in their work situations e.g. examples of lesson plans);
 - Stage 2 (Trainer encourages participants to reflect upon and evaluate the lesson plan/example cited for elements of inclusivity);
 - Stage 3 (Trainer asks participants to modify, develop or extend specific lesson plan to increase inclusivity); and
 - Stage 4 (Trainer encourages participants to consider to what extent the revised/new plan will meet the needs of all students – including focus on specific students with identified unmet needs and reflect on its potential effectiveness for inclusivity).
- *Passive (PS)*: Any learning opportunity led by the tutor (e.g., theory of instruction is explained, the next task is set etc.). Passive learning means that participants are 'receiving' information / knowledge is 'transmitted'.

APPENDIX E

Table 8 Overall Workshop Experience by Statement, Comparison of Means (Gender)

T2 Questionnaire Statement (1 – 7 scale)	Overall Mean (SD) [N]	Male Mean (SD) [N]	Female Mean (SD) [N]	Sig.
<i>"I had opportunities to question existing perceptions about inclusion"</i>	6.19 (.93)[2354]	6.11 (.95)[668]	6.24 (.91)[1457]	<i>P</i> =.003
<i>"I had opportunities to put ideas forward about effective inclusive teaching and learning"</i>	6.27 (.86)[2344]	6.19 (.90)[667]	6.31 (.84)[1459]	<i>P</i> =.002
<i>"I had opportunities to share knowledge, experiences and ideas with other participants and the tutor/s"</i>	6.29 (.88)[2347]	6.23 (.90)[669]	6.34 (.84)[1458]	<i>P</i> =.009
<i>"A good balance between theory and practice was achieved"</i>	6.18 (1.01)[2345]	6.06 (1.03)[668]	6.25 (.98)[1459]	<i>P</i> <.001
<i>"The content of the workshop was 'innovative'; i.e. new ways to include all students in PE lessons were demonstrated and explained"</i>	6.21 (.98)[2341]	6.05 (.99)[668]	6.29 (.97)[1456]	<i>P</i> <.001
<i>"The workshop was tailored to my needs – it answered my pressing questions about inclusion"</i>	5.93 (1.05)[2341]	5.82 (1.03)[668]	6.00 (1.03)[1455]	<i>P</i> <.001
<i>"The inclusion strategies identified are feasible"</i>	6.28 (.83)[2159]	6.15 (.86)[611]	6.35 (.80)[1342]	<i>P</i> <.001
<i>"I intend to implement the new inclusion strategies in my PE lessons"</i>	6.49 (.77)[2132]	6.39 (.85)[609]	6.54 (.72)[1318]	<i>P</i> <.001
<i>"I intend to engage with the online resources in order to expand/deepen my knowledge"</i>	6.29 (.92)[2146]	6.13 (.97)[609]	6.39 (.87)[1331]	<i>P</i> <.001
<i>"I intend to cascade new knowledge to my school colleagues"</i>	6.30 (.88)[2130]	6.12 (.96)[609]	6.38 (.83)[1319]	<i>P</i> <.001
<i>"I will recommend this workshop to colleagues"</i>	6.33 (.93)[2143]	6.20 (.99)[610]	6.42 (.87)[1331]	<i>P</i> <.001
<i>"Overall, the workshop was worth the time away from my pupils"</i>	6.45 (.90)[1821]	6.36 (.97)[506]	6.51 (.85)[1166]	<i>P</i> =.003

APPENDIX F

Table 9 Overall Workshop Experience by Statement, Comparison of Means (Years' Experience)

T2 Questionnaire Statement (1 – 7 scale)	Overall Mean (SD) [N]	0-2 Yrs Mean (SD) [N]	3-9 Yrs Mean (SD) [N]	10-24 Yrs Mean (SD) [N]	>25 Yrs Mean (SD) [N]	Sig. *
<i>"I had opportunities to question existing perceptions about inclusion"</i>	6.19 (.93)[2354]	6.17 (.94)[503]	6.29 (.90)[672]	6.31 (.85)[540]	5.98 (1.00)[623]	<i>p</i> <.001
<i>"I had opportunities to put ideas forward about effective inclusive teaching and learning"</i>	6.27 (.86)[2344]	6.34 (.81)[503]	6.30 (.90)[673]	6.33 (.82)[539]	6.13 (.88)[623]	<i>p</i> <.001
<i>"I had opportunities to share knowledge, experiences and ideas with other participants and the tutor/s"</i>	6.29 (.88)[2347]	6.36 (.80)[503]	6.37 (.85)[673]	6.33 (.87)[540]	6.13 (.94)[625]	<i>p</i> <.001
<i>"A good balance between theory and practice was achieved"</i>	6.18 (1.01)[2345]	6.20 (.96)[503]	6.28 (.674)[96]	6.30 (.99)[539]	5.95 (1.08)[625]	<i>p</i> <.001
<i>"The content of the workshop was 'innovative'; i.e. new ways to include all students in PE lessons were demonstrated and explained"</i>	6.21 (.98)[2341]	6.27 (.89)[502]	6.26 (.96)[672]	6.23 (1.04)[539]	6.09 (1.01)[622]	<i>p</i> =.004
<i>"The workshop was tailored to my needs – it answered my pressing questions about inclusion"</i>	5.93 (1.05)[2341]	5.96 (1.00)[503]	6.00 (1.02)[674]	6.00 (1.08)[537]	5.80 (1.06)[537]	<i>p</i> =.002
<i>"The inclusion strategies identified are feasible"</i>	6.28 (.83)[2159]	6.27 (.79)[460]	6.30 (.86)[609]	6.37 (.74)[494]	6.20 (.88)[595]	<i>P</i> =.006
<i>"I intend to implement the new inclusion strategies in my PE lessons"</i>	6.49 (.77)[2132]	6.50 (.75)[456]	6.51 (.78)[606]	6.50 (.76)[480]	6.49 (.77)[2132]	<i>ns</i>
<i>"I intend to engage with the online resources in order to expand/deepen my knowledge"</i>	6.29 (.92)[2146]	6.37 (.83)[459]	6.36 (.91)[607]	6.35 (.91)[488]	6.13 (.99)[591]	<i>p</i> <.001
<i>"I intend to cascade new knowledge to my school colleagues"</i>	6.30 (.88)[2130]	6.30 (.86)[456]	6.37 (.86)[606]	6.35 (.86)[481]	6.17 (.91)[586]	<i>p</i> <.001
<i>"I will recommend this workshop to colleagues"</i>	6.33 (.93)[2143]	6.32 (.87)[456]	6.37 (.95)[607]	6.44 (.92)[492]	6.23 (.94)[587]	<i>p</i> =.002
<i>"Overall, the workshop was worth the time away from my pupils"</i>	6.45 (.90)[1821]	6.45 (.86)[452]	6.48 (.91)[602]	6.48 (.90)[476]	6.44 (.80)[589]	<i>ns</i>

*Significance, or 'p', values are reported for only those items where significant differences were observed based on an Oneway ANOVA between-groups comparison of means (i.e. no significant differences were observed across groups in relation to the questionnaire items *"I intend to implement the new inclusion strategies in my PE lessons"* and *"Overall, the workshop was worth the time away from my pupils"*).

APPENDIX G

Table 10 Overall Workshop Experience by Statement, Comparison of Means (Primary vs. Secondary School)

T2 Questionnaire Statement (1 – 7 scale)	Overall Mean (SD) [N]	Primary School Mean (SD) [N]	Secondary School Mean (SD) [N]	Sig.*
<i>"I had opportunities to question existing perceptions about inclusion"</i>	6.19 (.93)[2354]	6.21 (.92)[1427]	6.17 (.92)[413]	ns
<i>"I had opportunities to put ideas forward about effective inclusive teaching and learning"</i>	6.27 (.86)[2344]	6.30 (.84)[1429]	6.24 (.88)[410]	ns
<i>"I had opportunities to share knowledge, experiences and ideas with other participants and the tutor/s"</i>	6.29 (.88)[2347]	6.32 (.85)[1430]	6.27 (.92)[413]	ns
<i>"A good balance between theory and practice was achieved"</i>	6.18 (1.01)[2345]	6.26 (.98)[1431]	6.03 (1.06)[412]	p<.001
<i>"The content of the workshop was 'innovative'; i.e. new ways to include all students in PE lessons were demonstrated and explained"</i>	6.21 (.98)[2341]	6.30 (.92)[1427]	6.03 (1.06)[411]	p<.001
<i>"The workshop was tailored to my needs – it answered my pressing questions about inclusion"</i>	5.93 (1.05)[2341]	6.01 (1.01)[1426]	5.81 (1.05)[412]	P=.001
<i>"The inclusion strategies identified are feasible"</i>	6.28 (.83)[2159]	6.36 (.77)[1329]	6.09 (.93)[375]	p<.001
<i>"I intend to implement the new inclusion strategies in my PE lessons"</i>	6.49 (.77)[2132]	6.55 (.72)[1308]	6.39 (.86)[374]	P=.001
<i>"I intend to engage with the online resources in order to expand/deepen my knowledge"</i>	6.29 (.92)[2146]	6.36 (.87)[1316]	6.27 (.93)[373]	ns
<i>"I intend to cascade new knowledge to my school colleagues"</i>	6.30 (.88)[2130]	6.33 (.87)[1310]	6.28 (.87)[372]	ns
<i>"I will recommend this workshop to colleagues"</i>	6.33 (.93)[2143]	6.40 (.89)[1321]	6.25 (.94)[370]	P=.006
<i>"Overall, the workshop was worth the time away from my pupils"</i>	6.45 (.90)[1821]	6.51 (.87)[1162]	6.38 (.89)[299]	P=.03

*Significance, or 'p', values are reported for only those items where significant differences were observed based on an independent samples comparison of means. Interestingly, as can be seen from the above table, there were no statistically significant difference which for the "I had opportunities to..." items, which seems to indicate that the quality of facilitation was appropriate to and valued by participants from both Primary and Secondary schools. Statistically significant difference relate more so to quality of content considerations and post-workshop intentions.

APPENDIX H

Table 11 Overall Workshop Experience by Statement, Comparison of Means (Role in School)

T2 Questionnaire Statement (1 – 7 scale)	Overall Mean (SD) [N]	Teacher Mean (SD) [N]	Teaching Assistant Mean (SD) [N]	Sig.*
<i>"I had opportunities to question existing perceptions about inclusion"</i>	6.19 (.93)[2354]	6.23 (.90)[1047]	6.30 (.89)[499]	ns
<i>"I had opportunities to put ideas forward about effective inclusive teaching and learning"</i>	6.27 (.86)[2344]	6.32 (.84)[1048]	6.31 (.88)[500]	ns
<i>"I had opportunities to share knowledge, experiences and ideas with other participants and the tutor/s"</i>	6.29 (.88)[2347]	6.35 (.85)[1047]	6.34 (.85)[500]	ns
<i>"A good balance between theory and practice was achieved"</i>	6.18 (1.01)[2345]	6.24 (1.01)[1048]	6.35 (.91)[500]	ns
<i>"The content of the workshop was 'innovative'; i.e. new ways to include all students in PE lessons were demonstrated and explained"</i>	6.21 (.98)[2341]	6.17 (1.00)[1045]	6.45 (.86)[498]	$p < .001$
<i>"The workshop was tailored to my needs – it answered my pressing questions about inclusion"</i>	5.93 (1.05)[2341]	5.94 (1.03)[1046]	6.04 (1.08)[499]	ns
<i>"The inclusion strategies identified are feasible"</i>	6.28 (.83)[2159]	6.33 (.81)[965]	6.31 (.80)[455]	ns
<i>"I intend to implement the new inclusion strategies in my PE lessons"</i>	6.49 (.77)[2132]	6.54 (.73)[961]	6.44 (.82)[439]	$p < .028$
<i>"I intend to engage with the online resources in order to expand/deepen my knowledge"</i>	6.29 (.92)[2146]	6.39 (.86)[961]	6.32 (.94)[447]	ns
<i>"I intend to cascade new knowledge to my school colleagues"</i>	6.30 (.88)[2130]	6.35 (.35)[949]	6.38 (.85)[448]	ns
<i>"I will recommend this workshop to colleagues"</i>	6.33 (.93)[2143]	6.30 (.99)[960]	6.51 (.80)[451]	$p < .001$
<i>"Overall, the workshop was worth the time away from my pupils"</i>	6.45 (.90)[1821]	6.34 (.98)[943]	6.61 (.75)[444]	$p < .001$

*Significance, or 'p', values are reported for only those items where significant differences were observed based on an independent samples comparison of means (i.e. in relation to perceptions about workshop innovation, post-workshop intentions to implement new knowledge and recommend the workshop to peers, and perceptions about whether attending the workshop was worth the time away from pupils).