



The Impact of a Bespoke Mentoring Programme on Primary School PE Teaching

Progress Report
2016/17



PE Curriculum Support (PECS)

A sustainable and effective way for schools to use their Primary PE and School Sport Premium. PECS is a bespoke 1-to-1 mentoring programme that increases the confidence and competence levels of the teaching workforce in the delivery of primary school PE.

The PECS programme is different from one-off training programmes and 'team teaching' services offered by sports coaching companies.

It is flexible and user focused. It targets the total development of teaching staff and helps to improve the education, health and wellbeing of the children and the teaching workforce.



Holding the highly prestigious Association for Physical Education (afPE) Professional Development kite mark, the PECS programme has been recognised for the high quality learning it provides for primary school teachers. The unique up-skilling approach provided by the PECS mentoring programme meets each member of staff at their own level of development and results in enhanced PE knowledge, confidence and skills, while the sustainability of the programme will continue to reap benefits for the children in participating schools over the years to come.

By utilising the PECS programme, the profile of PE and sport is raised in schools and acts as a vehicle for whole-school improvement. The impact of the programme is constantly measured, which gives the school invaluable evidence to justify their Primary PE and School Sports Premium spend and demonstrate impact to Ofsted.

This progress report details the impact the PECS programme has had on 169 primary school teachers during the 2016/2017 academic year.

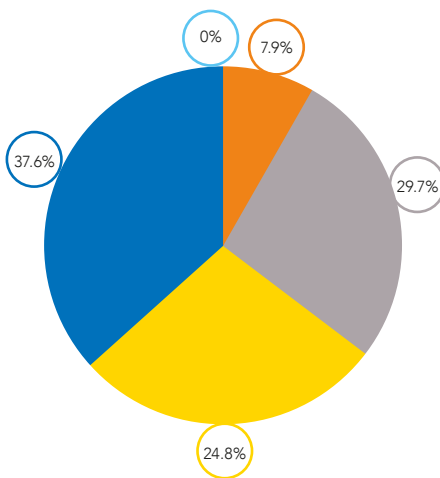


Teacher Progress

Before the programme began, teachers were asked to rate themselves on a ten point scale on the following aspects: Planning, Tracking Pupil Progress, Report Writing, Confidence in PE and PE Subject Knowledge.

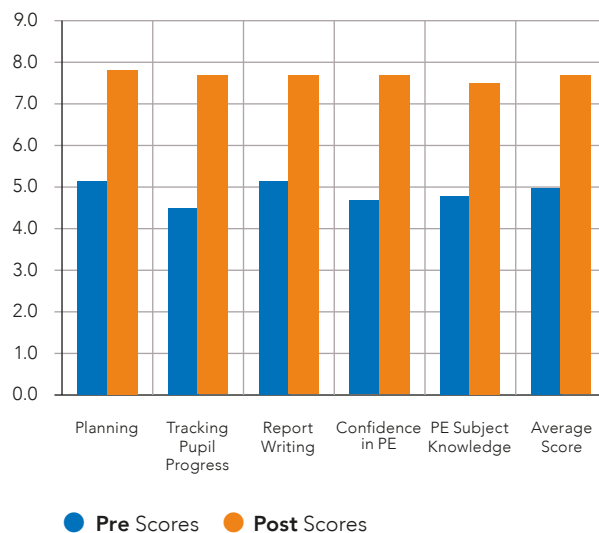
Overall Progress

- At the beginning of the programme, the overall average score (on all aspects) was 4.9 and at the end the average score was 7.7. This indicated that the programme in general gave a significant 57% increase in performance
- Every single teacher increased their average score by at least 1 point and 62.4% of the participants indicated that their score had increased by at least 3 points
- Over half the teachers (37.6%) involved in the programme improved their overall average score by at least 4 points



- No increase (0%)
- Increase of **one** point (7.9%)
- Increase of **two** points (29.7%)
- Increase of **three** points (24.8%)
- Increase of **four** points or more (37.6%)

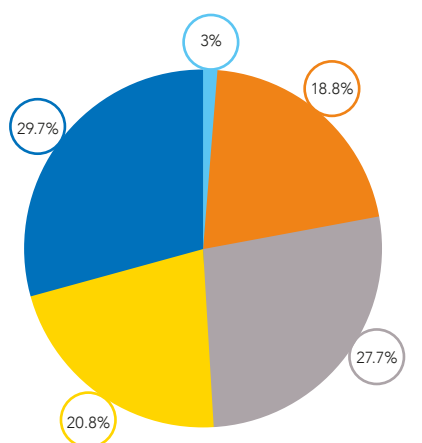
Average scores before and after the programme for all participants



Planning

An overall average rating score of 5.1 for planning before the programme increased by 53.4% to 7.9 after the programme.

- 97% of teachers increased their scores in planning
- Over 1/2 of all teachers improved their score by at least 3 points
- Over 3/4 of all teachers improved their score by at least 2 points
- The average increase of teachers in planning was 2.7 points



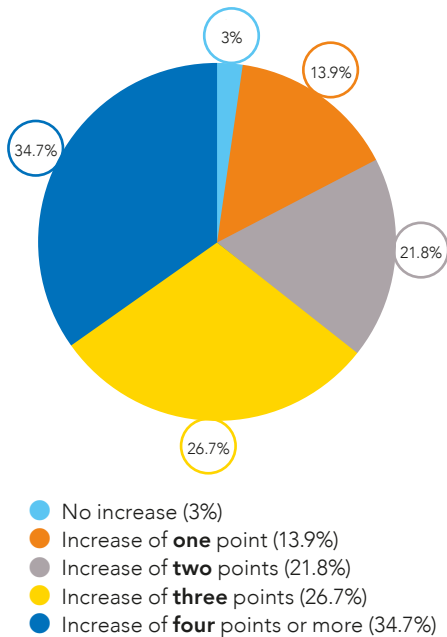
- No increase (3%)
- Increase of **one** point (18.8%)
- Increase of **two** points (27.7%)
- Increase of **three** points (20.8%)
- Increase of **four** points or more (29.7%)

	Planning	
	Average Pre-score	Average Post-score
	5.14	7.88
Average increase in score	2.7 points	
Average performance increase	53.4%	
Number of teachers who improved their score by at least one point	97%	
Number of teachers who improved their score by at least two points	78%	
Number of teachers who improved their score by at least three points	50%	
Number of teachers who improved their score by at least four points	30%	

Tracking Pupil Progress

Participants gave themselves an average score of 4.65 for tracking pupil progress before the programme which increased by 66.8% to 7.76 after the programme.

- 97% of teachers increased their scores in tracking pupil progress
- More than 3/4 of all teachers (83%) improved their score by at least 2 points
- Over 1/3 of all teachers (35%) improved their score by at least 4 points
- The average increase for teachers in tracking progress was 3.1 points

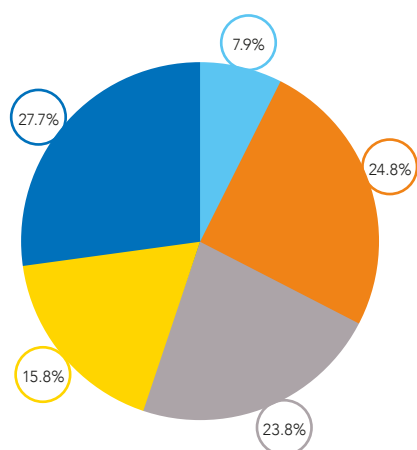


	Tracking Pupil Progress	
	Average Pre-score	Average Post-score
	4.65	7.76
Average increase in score	3.1 points	
Average performance increase	66.8%	
Number of teachers who improved their score by at least one point	97%	
Number of teachers who improved their score by at least two points	83%	
Number of teachers who improved their score by at least three points	61%	
Number of teachers who improved their score by at least four points	35%	

Report Writing

Participants gave themselves an average score of 5.21 for report writing before the programme which increased by 48.3% to 7.72 after the programme.

- 92% of teachers increased their scores in report writing
- More than 2/3 (67%) of all teachers improved their score by at least 2 points
- Nearly 1/2 of all teachers (44%) improved their score by at least 3 points
- The average increase for teachers in report writing was 2.5 points



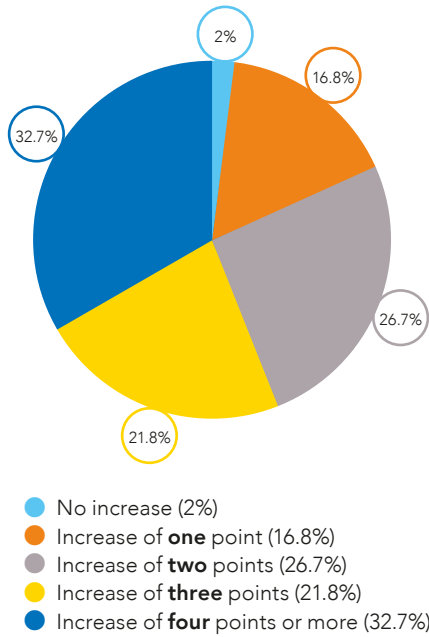
- No increase (7.9%)
- Increase of **one** point (24.8%)
- Increase of **two** points (23.8%)
- Increase of **three** points (15.8%)
- Increase of **four** points or more (27.7%)

	Report Writing	
	Average Pre-score	Average Post-score
	5.21	7.72
Average increase in score	2.5 points	
Average performance increase	48.3%	
Number of teachers who improved their score by at least one point	92%	
Number of teachers who improved their score by at least two points	67%	
Number of teachers who improved their score by at least three points	44%	
Number of teachers who improved their score by at least four points	28%	

Confidence in PE

Participants gave themselves an average score of 4.71 for confidence in PE before the programme which increased by 62.6% to 7.66 after the programme.

- 98% of teachers increased their scores in confidence
- Over 3/4 (81%) of all teachers improved their score by at least 2 points
- More than 1/2 of all teachers (54%) improved their score by at least 3 points
- The average increase for teachers in their confidence was 3.0 points

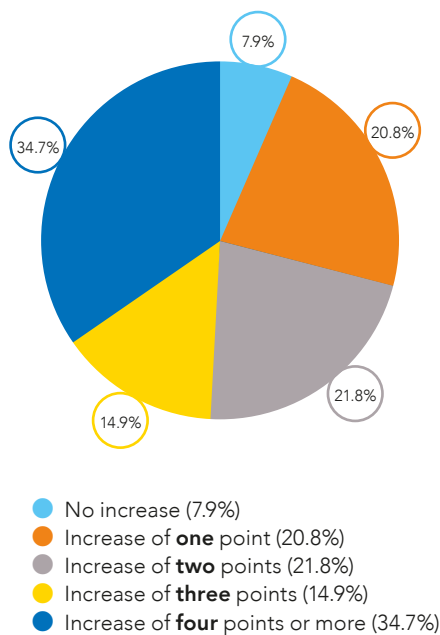


	Confidence in PE	
	Average Pre-score	Average Post-score
	4.71	7.66
Average increase in score	3.0 points	
Average performance increase	62.6%	
Number of teachers who improved their score by at least one point	98%	
Number of teachers who improved their score by at least two points	81%	
Number of teachers who improved their score by at least three points	54%	
Number of teachers who improved their score by at least four points	33%	

PE Subject Knowledge

Participants gave themselves an average score of 4.82 for PE subject knowledge before the programme which increased by 55.4% to 7.50 after the programme.

- 92% of teachers increased their scores in subject knowledge
- Over 2/3 (71%) of all teachers improved their score by at least 2 points
- 1/2 of all teachers improved their score by at least 3 points
- Over 1/3 (35%) of all teachers improved their score by at least 4 points
- The average increase for teachers in their subject knowledge was 2.7 points

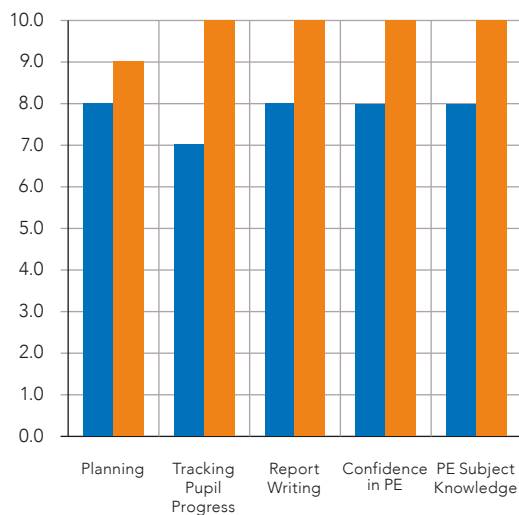


	PE Subject Knowledge	
	Average Pre-score	Average Post-score
	4.82	7.50
Average increase in score	2.7 points	
Average performance increase	55.4%	
Number of teachers who improved their score by at least one point	92%	
Number of teachers who improved their score by at least two points	71%	
Number of teachers who improved their score by at least three points	50%	
Number of teachers who improved their score by at least four points	35%	

Teacher Summary

The mentoring process is tailored to the individual needs of each teacher, providing the support and guidance to ensure development, irrespective of the teacher's prior knowledge, skills and confidence. The graphs below show an example of the pre and post-programme self-ratings of a PE coordinator, newly qualified teacher and an experienced teacher (20+ years' experience).

PE Coordinator



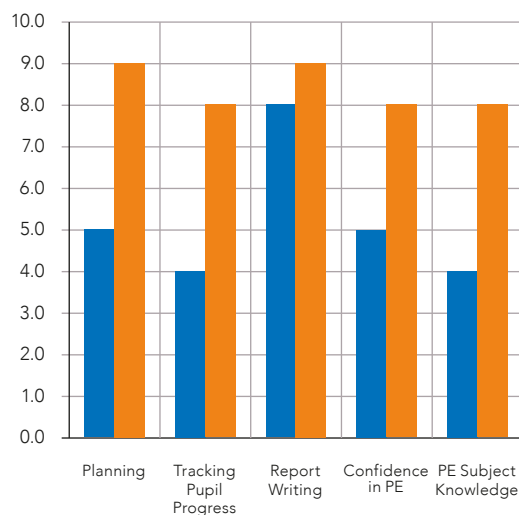
● Pre Scores ● Post Scores

Newly Qualified Teacher



● Pre Scores ● Post Scores

Experienced Teacher

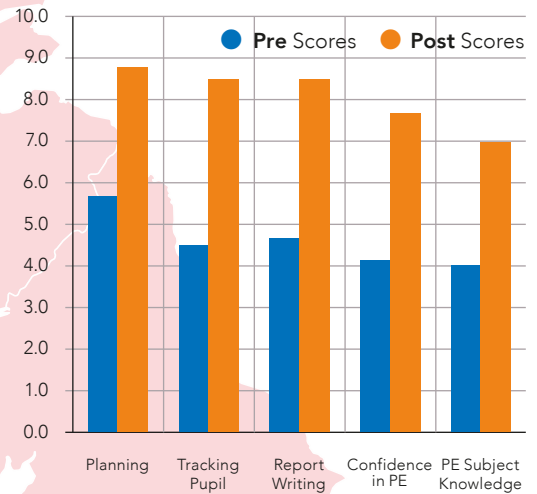


● Pre Scores ● Post Scores

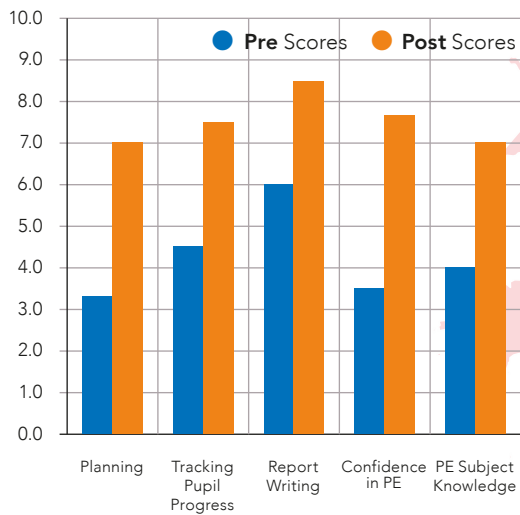
School Results

Aspire Training Solutions has developed partnerships with like-minded organisations to allow nationwide delivery of the PECS programme. This has allowed schools from local authorities across the country to benefit from the mentoring programme. In the 2016/17 academic year, 169 teachers from 48 schools took part in the programme.

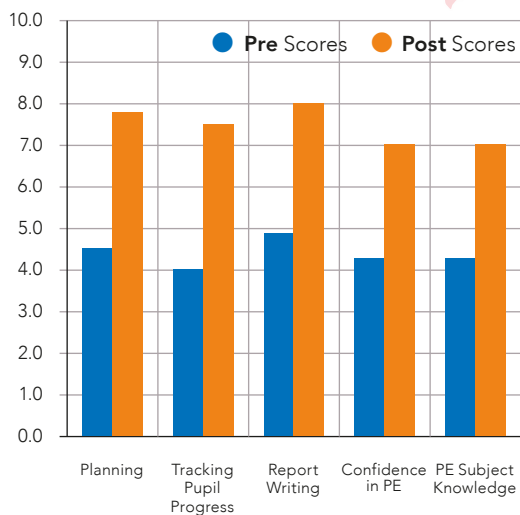
Wilkes Green Primary School



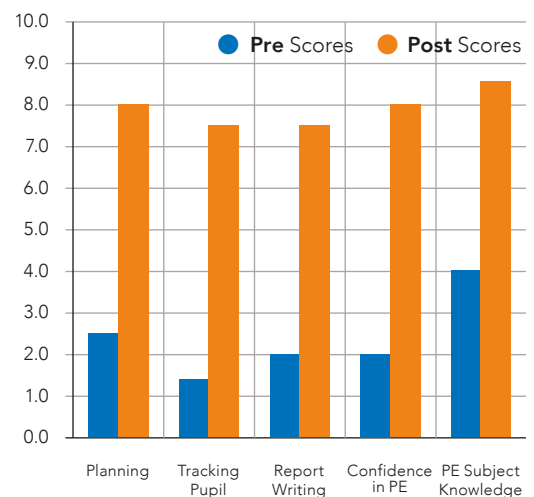
Carrington Junior School



Cherrywood Community Primary School

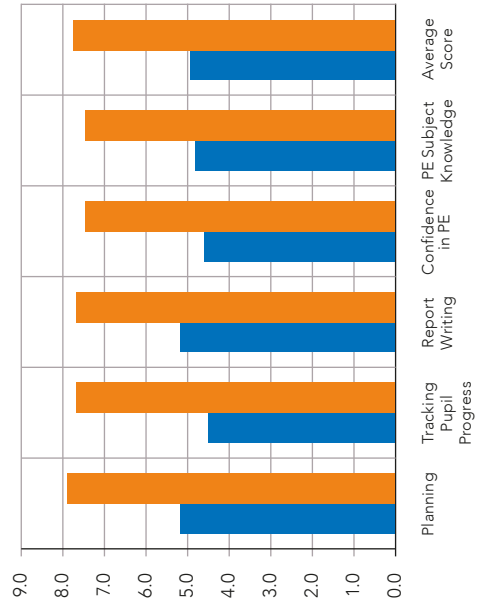


Whitmore Primary School



Teacher Summary

	Planning		Tracking Pupil Progress		Report Writing		Confidence in PE		PE Subject Knowledge		Overall Average Score	
	Average Pre-score	Average Post-score	Average Pre-score	Average Post-score	Average Pre-score	Average Post-score	Average Pre-score	Average Post-score	Average Pre-score	Average Post-score	Average Pre-score	Average Post-score
Average increase in score	5.14	7.88	4.65	7.76	5.21	7.72	4.71	7.66	4.82	7.50	4.91	7.70
Average performance increase	2.7 points		3.1 points		2.5 points		3.0 points		2.7 points		2.8 points	
Number of teachers who improved their score by at least one point	53.4%		66.8%		48.3%		62.6%		55.4%		57.0%	
Number of teachers who improved their score by at least two points	97%		97%		92%		98%		92%		100%	
Number of teachers who improved their score by at least three points	78%		83%		67%		81%		71%		92%	
Number of teachers who improved their score by at least four points	50%		61%		44%		54%		50%		62%	
Number of teachers who improved their score by at least four points	30%		35%		28%		33%		35%		38%	



	Pre Scores	Post Scores
Planning	5.14	7.88
Tracking Pupil Progress	4.65	7.76
Report Writing	5.21	7.72
Confidence in PE	4.71	7.66
PE Subject Knowledge	4.82	7.50
Average Score	4.9	7.7



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