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Sustainable Sport Education in Primary Education: An English case study.

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Introduction

Research has shown that many primary teachers lack confidence in physical education, perceive that they do not have the skills to teach physical education well and that often physical education lessons are cancelled prioritising other curriculum areas (Hardman and Marshall, 2000; Caldecott, Warburton and Waring, 2006). Yet in Forest Gate Primary the school has succeeded in establishing a new curriculum which is being embraced by generalist teachers and physical education specialists alike, those with plenty of confidence in their ability and those who describe themselves as definitely not sporty. The community of teachers is increasing in size as the programme continues to spread across the school with years 4, 5 and 6 embracing the approach. What factors have influenced the sustainability of the programme? Why have teachers across the spectrum of age, experience, confidence and seniority bought into this particular curriculum innovation?

This paper presents the story of how a community of practice (Lave and Wenger, 1991) formed to introduce Sport Education to year 5 in an English Midlands primary school in 2000 and became an ingrained and integrated part of the upper school experience for pupils and teachers alike. The story outlines the fluid nature of a teaching community in a busy primary school with staff leaving and joining the Sport Education teacher group and the growth of the community as the initiative expanded to other year groups. The analysis considers what features particular to Sport Education have been influential in the sustainability of this curricular initiative where others may flounder and lose momentum. In particular we consider the impact of Sport Education on the professional lives of the teachers involved; the extent to which the teachers 'bought into' Sport Education and what impact they thought it had on their pupils' lives; and the extent to which these teachers took ownership of the programme,

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adapted it to the needs of their own pupils and integrated it with the ethos of the school.

Prior to examining the specific school context and the specifics of Sport Education in this school it is necessary to consider the broader physical education context in English primary schools as it underpins why some physical education initiatives may fail and why Sport Education may have been particularly successful in this context.

Primary Physical Education in the United Kingdom

In England there is a National Curriculum for pupils aged 5 to 16 years, presented in 4 key stages: stage 1 for pupils age 5 to 7 years, key stage 2 for pupils 7 to 11 years (the primary phase), key stage 3 for pupils 11 to 14 years and key stage 4 for pupils from 14 to 16 years (the secondary phase). Traditionally key stage 1 and 2 are taught by primary school teachers who are responsible for implementing the entire National Curriculum even though they might have a subject specialism other than physical education. The very nature of the English system requires primary school teachers to be generalists and thereby responsible for teaching all areas of the National Curriculum with their own class, including physical education. Little use is made of specialist teachers in individual subject areas and thus the onus is on all teachers reaching a required level of subject expertise. Where teachers lack the required expertise a recent trend is that although specialist teachers do not typically teach in primary schools in England, there are an increasing number of sports coaches that are now being used to deliver physical education lessons (Griggs, 2010; Talbot, 2006).

Downey (1979) suggested that the reason primary school physical education was so problematic was due to primary teachers' lack of accomplishment in the area. In 2003 Ofsted (Office for Standards in Education, Children's Services and Skills) inspectors pointed out that primary school physical education teaching effectiveness is reduced by weaknesses in teachers' subject knowledge. The limited time allocated to initial teacher training in physical education has been an ongoing concern of the professional associations in England. Research by Carney and Armstrong (1996) and Ofsted (1998) has revealed that few trainees experience the minimum 60 hours of training related to physical education that has been recommended since the 1970s by the PEUK (the former organisation to the Association for Physical Education). Carney and Armstrong (1996) noted a reduction in time allocation for physical

education since the studies conducted by the PEA (1984) and Williams (1985). The findings of Caldecott, Warburton and Waring (2006) suggest that the situation has, since the 1970s, deteriorated still further. Warburton (2001) is of the view that far too many teachers will have had little more than an introduction to physical education during their initial teacher training, a "token gesture" towards the teaching of physical education.

Inevitably concerns about the quality of physical education that children receive now, and in the future, are readily apparent (Hardman and Marshall, 2000). Evans et al (1996), Gilbert (1998), Oxley (1998), Davies (1999), Speednet (2000), Warburton (2001), and Wright (2004) all highlight the same concern that the National Curriculum for Physical Education (NCPE) in England and Wales is being taught ineffectively in primary schools. Speednet (2000) claimed that more than half a million hours of physical education had been lost in primary schools to make way for literacy and numeracy work as a result of government initiatives. In a survey carried out by Warburton (2001), in 228 primary schools in the north east of England, it was found over half of the schools offered only one lesson of physical education a week with many lessons being only of half an hour in duration.

Within this broader context Sport Education was introduced to one state-run, primary school based in the Midlands of England in 2000.

School context

Forest Gate Primary School is a state-run, co-educational, predominantly middle-class nursery and primary school based in the Midlands of England and caters for over 540 children between the ages of three and twelve. Approximately ten percent of children are on the school's register of special educational needs and approximately eight per cent of children come from ethnic minority backgrounds and have English as an additional language. The attainment of 11-year-old children in national tests for English, Mathematics and Science in 2001 was close to or above national averages when compared to all schools. The 2002 OfSTED report for Forest Gate notes that the school makes very good provision for sport. Children's standards in physical education at the end of Year 2 and 6 are in line with national expectations. The school is involved in national and local initiatives, for example, the Sport England 'Active Sports' project, to increase the range and quality of the sporting activities available to children.

Until 2006 Forest Gate's physical education provision was directed and supported by two classroom primary generalist teachers who took on the shared role (one responsible for Key Stage 1 and the other for Key Stage 2) of 'Physical Education Coordinator'. Following this a newly qualified physical education specialist was employed part-time to take on some of their responsibilities. The roles of these three teachers included organizing sport in and out of school, maintaining physical education resources, health and safety, updating the school physical education policy, liaison with the community and monitoring innovative ideas related to the delivery of sport and physical education. All the teachers in the school teach physical education and primarily rely on the physical education content input they received while training to be a teacher. Some had attended in-service courses to update their knowledge and ideas. Key Stage 1 and 2 physical education lesson plans and related support materials were available for all teachers to collect from the staff room. All physical education lessons at Forest Gate were grouped by class. Year 4, 5 and 6 children received two timetabled sessions of physical education broken into one hour and one half-hour. Prior to Sport Education the hour session tended to be provided by people external to the school, i.e., coaches and Sport Development Officers, who concentrated on particular games.

Within Games activities presented in physical education in the National Curriculum, children at Key Stage 2 were expected to be taught to play and make-up small-sided and modified games, use skills and tactics and apply basic attacking and defending principles and work with others to organize and maintain game play (DfEE & QCA, 1999). The half-hour slot was taught by the classroom teachers who promoted dance, gymnastics and athletics. When the school made the decision to introduce Sport Education to Year 5, the established hour that was staffed by external people became the Sport Education unit time. The younger Key Stage 2 children in lower years took part in a physical education environment centred on mini games and swimming, with a target of one 40 minute class a week. Prior to the implementation of Sport Education, the teachers explained that physical education lessons, like art, were occasionally squeezed for time.

The Curricular Innovation

The research project reported here has been ongoing within the same state-run, primary school based in the Midlands of England since 2001?

when Sport Education was introduced to the school. Originally introduced as a year 5 activity the programme was introduced to year 6 in 2005/2006 and to year 4 in 2007/2008 with Sport Education features being gradually developed throughout the pupils' upper school experience. The teachers in the school have retained, refined and developed a number of features of Sport Education.

Forest Gate had previously worked with two of the researchers in relation to an earlier physical education related study and were approached and asked if they would be interested in introducing Sport Education as part of their ongoing collaborative project. The introduction of Sport Education in 2001 resulted in the Key Stage 2 Physical Education Coordinator, another female primary generalist teacher and the male Headteacher restructuring the physical education programme to accommodate the introduction of Sport Education. This resulted in very little disturbance to the physical education timetable, and teachers appreciated the possibility and benefit of introducing pupil-centred learning into the existing structure of the primary school physical education programme. The same three teachers were also responsible for planning and teaching the unit. None of the teachers had heard of, or had any experience of, Sport Education and it was very much the Key Stage 2 Physical Education Coordinator who drove the Sport Education initiative. Initially they chose to introduce Sport Education to year 5 pupils with a modified generic invasion game (see MacPhail, Kirk & Kinchin, 2004).

The school chose to run a Sport Education unit from January to July including pre-season, a round-Robin league and a culminating festival. A generic game was chosen in order to reduce the pupils' pre-conceptions about the game rather than playing a popular, recognized game with an established culture (MacPhail, Kinchin & Kirk, 2003). The chosen game was an invasion game adapted from netball for year 5 and, later, floorball for year 6. Each team was selected by the teachers across all classes and was coeducational and mixed ability.

The pupils in each team then selected players to act, for example, as team manager, captain, coach, portfolio manager and equipment manager. All pupils held at least one role in addition to that as a player and the roles developed each year to give the pupils additional responsibility. In all years the games were officiated by a non playing team. However this ranged in complexity from providing timekeepers and reporters to a full officiating team including referees, assistant referees,

score keepers and statisticians. In 2006 the teachers introduced a Sports Panel for Year 6 for the first time, which allowed a referee to refer a player to the Panel if they were particularly concerned about the conduct of play. The Sports Panel adjudicated on a player's conduct and a referee's decision and, where necessary, penalised the offending player and awarded points to other teams.

The school had a dedicated noticeboard for Sport Education outside the year 5/6 classrooms which included information on the league, team performance and organisational responsibilities. It formed the focal point for information related to Sport Education between sessions.

Table 1 outlines the key development features of Sport Education in the school, along with the staff involved and the associated research components.

Table 1: Development of SE since 2001

Year	Teachers involved	Year groups	Focus / nature of SE season with yearly developments	Research data generation activities
February 2000	Amelie, Lesley, Headteacher	Year 5	Introduction of Sport Education to year 5 with a generic netball game. TGfU unit preceded Sport Education	Participant observation. Pupil and teacher interviews. Questionnaires. (see MacPhail, Kinchin and Kirk, 2003)
2001 - 2002	Amelie, Lesley, Headteacher	Year 5		
2002 - 2003	Amelie, Sarah	Year 5	Modification of generic netball game to accommodate visually impaired and cerebral palsy students	Pupil drawings and follow up interviews. Teacher interviews. (see MacPhail and Kinchin, 2004)
2003 -	Sarah, Andy	Year 5	Introduction of new scoring protocols to	

2004			generic game.	
2004 - 2005	Sarah, Andy	Year 5		
2005 - 2006	Sarah, Jon, Andy, Hannah, Danielle, Lesley	Year 5 and 6 (previous Year 5 group from 2004- 2005)	Introduction of Year 6 Sport Education with the inclusion of student referees and a Sports Panel. Preseason introduction to tactics using Kabbadi and Teaching Games for Understanding for year 5 and year 6.	Participant observation. Pupil and teacher interviews. Questionnaires. (see O'Donovan, MacPhail and Kirk, 2010)
2006 /200 7	Sarah, Jon, Andy, Hannah, Lesley, Lynn.	Year 5 and 6	Increasing cross curricular links. Jon, a physical education specialist working part time in the school, joins the Sport Education team.	
2007 /200 8	Sarah, Jon, Andy, Hannah, Danielle, Lesley, Lynn, Karen.	Year 4, 5 and 6	Introduction of Year 4 Sport Education. Introduced to and implemented in other local schools	

Research generation

Table 1 provides a brief outline of the range of methodologies used at various stages over the duration in which Sport Education has been implemented at Forest Gate school. The methods utilised included participant observation, pupil and teacher interviews, focus groups, questionnaires and pupil drawings. Ethical approval was gained from Loughborough University for this research. The data presented in this

chapter was generated during the 2006/2007 Sport Education season. This chapter focuses on interviews with the headteacher, classroom teachers and the physical education specialist with a view to addressing the questions we posed in the introduction in terms of the factors that have influenced the sustainability of the programme, and why a relatively diverse group of teachers have bought into this particular curriculum innovation.

From the interviews the researchers identified text segments, attached category labels to the segments, and sorted all text segments that related to a specific category or theme. Similar to the constant comparative method of analyzing the data (Glaser and Strauss 1967; Lincoln and Guba 1985), the data were manually reviewed repeatedly and continually coded during which time the researchers looked for similarities and differences, groupings, patterns, and items of particular significance (Mason 1996). The interview questions were exploratory in nature as Sport Education was implemented with a view to allowing themes to emerge through the data rather than seeking to determine the extent of particular attributes of Sport Education.

Discussion

From their studies of change, Hord (1992) identified seven developmental stages of concern related to the introduction of innovations in schools. These stages provide insights into teachers' attitudes that contribute to their willingness to engage in the school improvement effort. Individuals progress from the 'self' stage of concern, which occurs during the early stages of change effort, through concerns about completing the task, concerns about the innovations' impact on pupils, and, finally, concerns about finding even better ways to reach and teach students. The analysis of the interview data from Forest Gate is organised around three key issues closely related to the stages identified by Hord (1992) in order to understand why Sport Education has had such longevity in this school. Firstly we examine the impact of Sport Education on the professional lives of the teachers involved. Secondly we consider the extent to which the teachers 'bought into' Sport Education and what impact they thought it had on their pupils' lives. Finally we analyse the extent to which these teachers have taken ownership of the programme and adapted it to the needs of their own pupils and integrated it with the ethos of the school.

Impact on teachers' professional lives

Danielle: Just from a very practical point of view of the work-life balance, it takes a load off, once it is up and running. It takes a load off the staff as well.....Because you know from the word go where you're going, what you're aiming for, what you're doing and you are working together as a team, you're not going out with just your class. It's very tangible, it's meant to me that on a Wednesday evening I am not sitting planning, because it's already there, it's been planned and the beginning of every year I know that it has to be reconsidered according to what you want for the children.

Welch (1989) reports that teachers assess advantages and disadvantages of collaborative consultation primarily in terms of how implementation will impact them personally, rather than how it might impact student growth. He states that, "for innovative change in school settings to be meaningful, its effectiveness must be proven in terms of the personal and professional growth of all involved, not just student growth" (p. 538 cited in Boyd, 1992). Inevitably, there is some additional work in the implementation of any new programme but many of the teachers described the work associated with Sport Education as short term in nature and ultimately facilitating their teaching. Hannah suggests that it is the logistics of Sport Education rather than the teaching of sport that takes the time and, as a primary generalist teacher, she is more comfortable with this work.

Hannah: I think it's perhaps it's just like bringing it all together, the total thing, just the logistics of it, because you do have to carefully map out, what time of year and things like that.

In Forest Gate two key teachers, Sarah and Jon, took the lead in this area. The initial time commitment of the model was not seen as problematic as both Sarah and Jon perceive ownership of the curriculum and wanted the community to continue to grow.

Sarah: The thing with the other teachers is they don't take an active role in any of the planning, or the work that Jon and I have done, and quite rightly so, because I have actually said to them don't bother if they don't want

As a physical education specialist, Jon took joint leadership, with Sarah, of the year 6 programme in his first year working at the school. Although as a physical education specialist he remained sceptical about the physical activity levels of the pupils during each lesson, he appreciated the diverse experience of the generalist teachers meant that many pupils participated in significantly more physical education as a result of the initiative.

Jon: I think it makes life a lot easier for teachers that don't understand sport.

Echoing Jon's thoughts Danielle suggests that her insecurities about her ability to plan physical education lessons have been dissipated by Sport Education.

Danielle: I feel that I enjoy doing games but I'm not the most confident person, because I think "I've got to get this series of lessons and where am I going with this?" and it [Sport Education] has just taken a lot away.

The headteacher identified that the implementation of Sport Education had been a stimulating but challenging experience, not only for those who had little perceived expertise in teaching games, but also for those who excelled at teaching games. He explained that "purist" games teachers have sometimes struggled with Sport Education as the goals of the programme are significantly broader than those of traditional games units which are dominated by skill development. This perhaps explains Jon's concerns that this model would not replicate the physical activity levels a specialist physical educator 'teaching' the pupils could achieve. In comparison for the generalist teachers, he felt that Sport Education brought a purpose to teaching games. These perceptions were mirrored by some of the classroom teachers who commented that they could see the outcomes they were working towards from the beginning, and the unit felt very purposeful.

Hannah: it makes games so much more meaningful for me than it was before, because I never thought they were learning anything, they were you know, just not as much. Before it was quite hard to write their reports because everything was so bitty, the children who were really good would shine and that would be it, and the rest would be medium standard and I didn't really feel they were improving and now it's much more pared-down, and you keep going through the whole year on the same things you can actually tell that the children have improved a lot..... I like the fact that could see the outcomes we were working towards before I started. Quite often when you're teaching games you think that by the end of this unit these skills will have been taught, but I could see the larger picture.

Likewise, Sarah recognises the diverse experiences of the teachers in the school and their confidence in teaching physical education and identified that the real strength of Sport Education is that it can engage such teachers in a meaningful way.

Sarah: There are lots (of teachers) who don't like outdoor teaching, because you are away from the confines of the walls, and a

lot of people find that hard, especially primary teachers who have not had a great experience, it's often the 1st thing to go; 'Oh it's raining I'll not go etc.' That and art get sidelined straight away as areas in the curriculum..... I think it [Sport Education] gives people who are not particularly interested in teaching games and sport an end in sight and it covers everything, so you know by the end of the year you have taught them teaching skills, you're teaching attitude, there's all different skills and attitudes in all areas of learning that we work in, so we know we have definitely covered that in Sport Education, because they have learned a specific skill and they have been faced with choosing their own attitude towards behaviours.

Lesley, Danielle and Hannah are all generalist teachers who would previously have considered themselves as outside any community involved with sport or physical education. Sport Education modified their view of this community as one which includes an ethos they value and draws on skills they possess. Although they were not core members of the planning team, they each contributed to the community in a variety of ways.

Lesley: Just by seeing sport in a different way, I'm not an outside games person at all, not a fear of it, just not being too confident, but here teaching them the socialising skills, integrating with other areas of the curriculum other than just sport. I feel more confident with that side of it..... I have been working with the portfolio group or skills group and I've been developing questioning skills to help them develop in these areas. This is what I would follow on with in class anyway.

Although a number of the teachers may not have been receptive to physical education innovation because of their perceived lack of ability in this area, the positioning of Sport Education as a cross curricular educational innovation drawing on skills such as general organisation and management which many generalist teachers are confident in, overcame this barrier.

Hannah: I think that my interest has been maintained not necessarily because of the sporty things but because of the other aspects that have been really important. We're going to include it in all our literacy planning as well as part of our speaking and listening, because it will be an ongoing thing that we're doing

and we're supposed to be doing a lot more speaking and listening in school and it's something that happens every week. So it will be put in all of our planning. We've started doing some different PHSE work as well and it would link in with that. So though it is a lot of work you cover a lot of things within it, and you know when you're strapped for time within the curriculum to do everything.

The teachers identified numerous cross curricular links with personal social and health education (PSHE), literacy, art and maths. The headteacher explained that curriculum overcrowding had pushed the staff to look for more creative solutions to covering the key stage 2 targets. For example, two of the six speaking and listening targets were embedded in Sport Education for year 5 and year 6 pupils as the teachers quickly became aware that they knew "it effectively covers them anyway" (Hannah). Given the Key Stage 2 target of preparing pupils for an active role as citizens in the national framework for PSHE and citizenship, it is perhaps unsurprising that the headteacher valued the opportunity Sport Education offers for active participation. According to the headteacher Sport Education compares favourably with other school experiences as the children "are very much participants". He suggested that the overcrowded curriculum means that often "in the school system generally we have moved from a very much an active participation. Lots of children in primary school are receivers rather than participants in lots of their day's education". Furthermore he suggested that as Sport Education lessens, rather than increases, pressure on the curriculum, it offers a "creative solution" to the overcrowded primary curriculum and for this reason, amongst others, Sport Education has been supported by the management at the school.

Although Welsh (1989) identified the importance of the innovation impact on teachers' personal and professional lives, the teachers' recognised that their 'buy in' to the ethos of Sport Education was central to the longevity of Sport Education, given the numerous staffing changes over the course of this project and competing initiatives vying for their time.

The ethos of Sport Education

Initially the headteacher was at the core of the Sport Education community in the school. As a headteacher who valued Sport Education, and wanted to see it established, he was directly involved in teaching all of the lessons in the first year.

Sarah: I think the fact that [the headteacher] had initially been involved in Sport Education because he used to go down and teach the unit with Amelie and I, so the fact that he actually had a hands on approach to the game was really good

His support lent a certain inevitability to the teachers' involvement with Sport Education in the early stages

Sarah: It wasn't so much an attraction to being involved in it, it was part of your role teaching that age group of children, so it came with the job

However the headteacher identified that Sport Education had been sustainable because the staff are 'into it'.

Headteacher: We have been lucky really in that we've had staff who really value it, but everyone who had participated in it, even people who come in new to it like Jon this year, I mean once he's involved now he's really very much into it

Likewise Hannah suggested that each time a new teacher tries Sport Education they value the experience.

Hannah: every time I've seen a new year 5 teacher doing it at the end of a year they've always been really enthusiastic,

For Andy, who was confident in teaching physical education and did not feel teaching the subject burdensome, buying into the programme was focused on the value to the pupils.

Andy: I think it's more than understanding, its understanding it and appreciating its worth, because if you don't see the value of it then obviously it will be the type of thing you don't do unless you are forced to do. I think particularly at Forest Gate teachers have identified that it really does help the children and the children themselves will tell you that they have progressed throughout the year and their attitude to sport has improved as the year has gone on.

The headteacher's initial support for the programme was based on a similar premise.

Headteacher: I really liked the ethos that you were building up the team spirit, there was a lot of citizenship, all the other aspects of team games, the roles and responsibilities come into it so that the children were developing not just their skills but themselves as well - the holistic approach. The fact that you're building up to this gala where the children get a chance to share everything they have achieved with their parents, so then you have the home-school involvement as

well. It just seems really purposeful and the children have found that as well. It has really brought them together.”

Sarah identified that the value the headteacher placed on teaching Sport Education further enforced the sustainability of the programme.

Sarah: his genuine lik(ing) for the whole concept through his own work has maintained a good profile of it, because it's something he has always spoken about to people when they have come in.

The impact and ethos of Sport Education on teacher and pupil lives was keenly observed by all teachers. Tailoring the initiative to the needs of their own pupils has been a central part of the sustainability of this programme, an issue which we consider in the following section.

Sport Education for Forest Gate Students

Adapting Sport Education to the specific needs of Forest Gate pupils was a key issue in engaging generalist teachers who strive to provide pupil centred programmes.

Danielle: I know that we can also adapt it to suit our needs, particularly for our children. No, I have no reservations, I would fly the flag [for Sport Education]!

Adapting the programme for their own specific context and pupils has also given teachers significantly more ownership of the physical education curriculum.

Sarah: when I felt much more in control was when we had to revamp the year 5 unit to accommodate the two children who had disabilities, that's where [a researcher] came down and actually checked the game out. Because Amelie and I had to revamp the game then I suppose we had ownership of the game, and I felt much more confident with the game, because it was a game that I had actually understood, up until then I was using someone else's rules and it's easy to take on someone else's rules that's fine, just but I think you get more because you design it.

Sarah highlighted a key issue in her comment “I was using someone else’s rules...but I think you get more because you design it”. Sport Education was developed to educate competent, literate and enthusiastic sports people and to provide pupils with an authentic experience of sport (Siedentop 1994) rather than to merely teach skills specific to one sport. The centrality of pupils’ experiences, rather than the particular game, in Sport Education resulted in the teachers being more comfortable with modifying the experience.

The teachers' first experience of modifying the game for their specific students gave them the confidence to begin a process of game development and adaptation and since then, Sport Education underwent sustained development. Given the longevity of Sport Education in Forest Gate and despite the changes in staffing and management during the lifetime of this programme it may be surprising that Sarah commented "every year you adapt and change it".

Sarah between Andy and I we've got the second and third hoop in, because there wasn't enough scoring, so we thought right we'll bring that in for the year 5 game, because we only had the one central hoop before, so we put in a hoop in very close, so if a kid gets a ball well how does she get point, it should be as fast as that, so we put a hoop fairly near the shooter now

Gradually the programme has been extended to reintroduce an introductory unit on tactical games prior to the Sport Education season, which was part of the original design of the intervention when first introduced to the school in the 1999-2000 academic year, and to include pupils in years 4 and 6. The development of cross-curricular targets within physical education has also allowed the teachers to redesign aspects of the programme. In 2006/2007 the introduction of a Sports Panel for year 6 pupils to adjudicate on players' conduct was greeted with much enthusiasm from the teachers who were amazed by the maturity shown by the pupils in reaching fair decisions. In 2007/2008 a year 4 unit was introduced with modified roles and responsibilities. This allowed the teachers to extend the leadership responsibilities of pupils in years 5 and 6 to allow progression through the curriculum. The alignment of the goals of Sport Education with the whole school ethos and its gradual integration with the whole curriculum has been central to the success of the programme.

Danielle: It's great because it fits well within our whole school ethos of integrating curriculum and looking at the more holistic approach.

The integrated nature of the programme has resulted in Sport Education becoming an unavoidable element of the school curriculum. Both the teachers and management referred to pupil enjoyment as another important factor in the sustainability of Sport Education. Indeed, the headteacher commented that both parents and pupils found Sport Education as one of the most memorable experiences of their time at Forest Gate. The parent and pupil responses to Sport Education has

meant that it has become so ingrained in the curriculum, there is an inevitability about it. There is now an expectation from Forest Gate upper school pupils that they will be given the opportunity to experience SE and for this reason it would be difficult not to offer it. In an already crowded curriculum the inevitability of Sport Education has helped cement physical education's place in the curriculum where it may otherwise have slipped.

Headteacher: it's so easy if you've got the crowded timetable to say well we're operating in this little box therefore, such another part of life is more important. With this [Sport Education] there's an unavailability about it, it's what happens in year 5 and 6 and the kids have become to expect it I think.

Instead of fizzling out, Sport Education has become a valued, integrated and sustainable element of the upper school calendar at Forest Gate.

Conclusion

This chapter has outlined the key features of Sport Education that engaged primary generalist and specialist teachers and allowed the programme to flourish despite the many staff changes over the duration of the programme. In a world of educational research where almost all educational change efforts and explanations are based on snapshot views of change, the longitudinal nature of the study in Forest Gate allows the opportunity to examine what has allowed such a sustained programme of educational change. All too often curriculum innovations flounder and lose direction after the initial momentum, particularly when key agents withdraw from the setting (Hargreaves and Goodson, 2006). This has not been the case at Forest Gate.

For those teachers who lack confidence, the clear structure of Sport Education facilitated their teaching of physical education, thus easing the impact on their workload. The broader goals of the model resulted in a need for skill sets where primary generalist teachers perceived they have more ability, such as general management and organisational skills. Subsequently, improved self confidence in teaching physical education was noted by many teachers and this cemented the role of physical education in the curriculum. Furthermore the support from the headteacher, the commitment of the staff leading the programme and the teachers' willingness to renew their approach to Physical Education facilitated the sustainability of the programme. Simultaneously, the pupil-centred nature of Sport Education and the alignment of the goals and ethos of the school and that of the model facilitated the teachers taking

ownership of the experience and integrating the programme with the broader school curriculum and the creation of a range of cross curricular links. This helped some generalist teachers to 'buy into' the programme as they could clearly see the pupil-centred nature of the model. The success of the programme is evident in the reputation of the unit with parents and younger pupils that has resulted in an inevitability about the structure of upper school physical education.

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